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THE WESTERN JOURNAL of EDUCATION

JANUARY, 1928

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MEETING OF THE C. T. A., SOUTHERN SECTION

By W. M. Culp

The thirty-fourth annual session of the California Teachers Association, Southern Section, in Los Angeles, December 21, 22, 23, 1927, was the culmination of a great educational year in Southern California. Albert F. Vandegrift, head of the mathematics department, Belmont High School, Los Angeles, president of the association, had prepared a program of great interest. He had secured speakers from all sections of the United States. This made the convention cosmopolitan in character and widespread in educational outlook.

The California Teachers Association, Southern Section, meeting was a tremendous affair. Twenty-six thousand programs were printed for this meeting. In fact, neither the national meeting of the N. E. A. in the summer nor the winter meeting of the Department of Superintendents transcend this Los Angeles meeting in magnitude. At the same time and moment in three separate auditoriums seating from three to five thousand persons, meetings were in progress before audiences that filled each place. Of section meeting places there were thirty-one scattered over the city, in which matters concerning the manifold phases of education were discussed.

During the week of December 19, in conjunction with the big session of the Southern California teachers, eighteen other teacher institutes were held during the first three days of the week. At this time institutes of Imperial County, Los Angeles County, Riverside County, San Bernardino County, San Diego County, Santa Barbara County, Ventura County, Alhambra, Glendale, Long Beach, Los Angeles, Pasadena, Pomona, Riverside, San Bernardino, San Diego, Santa Barbara, and Santa Monica were in session.

The brunt of carrying on this great session fell upon the officers of the Association. Working with President Albert F. Vandegrift were Vice President Kathleen D. Loly, head of the language department, Pasadena High School, Pasadena; Treasurer Ernest P. Branson, director of research, Long Beach city schools, Long Beach; Council Representatives Henry G. Clement, Superintendent of Schools, Redlands; Christine A. Jacobsen, Thirty-Seventh Street School, Los Angeles; Ex-officio A. R. Clifton, Superintendent of Schools, Monrovia, and Executive Secretary F. L. Thurston. Mr. Thurston, the executive secretary of the California Teachers Association, Southern Section, had the tremendous responsibility of getting the program printed. He had the job of seeing that fifty-two speakers were at their designated speaking places, which ran from Santa Barbara on the north to San Diego and El Centro two hundred and fifty miles to the south; from Santa Monica on the shore of the Pacific Ocean to San Bernardino and Riverside at the foot of snowclad mountains one hundred miles distant. Mr. Thurston is one of the most energetic of teacher association executives in the United States, and the smooth running of the mechanics of the convention was due to his able management.

Frederick F. Martin, Superintendent of Schools, Santa Monica, Cal., the 1928 president of the California Teachers Association, Southern Section.

Among the speakers present were four from the University of Chicago. They were Doctor Charles H. Judd, director The School of Education; Doctor Henry C. Cowles, professor of botany; Doctor W. H. Burton, associate professor of education; Doctor Percy H. Boynton, professor of American literature. From Teachers College, Columbia University, there was present Doctor David Snedden, professor of education. From Northwestern University came Doctor Ralph Dennis, dean of the university. The University of Wisconsin was represented by Doctor Grant Showerman. From the University of Kansas came Doctor E. H. Lindley, the chancellor.

From the University of Minnesota was Doctor F. J. Kelly, dean of administration. Indiana University was represented by Doctor H. L. Smith, dean of the School of Education.

Two State Directors of Education were on the program from the two ends of the United States—William John Cooper, Director of Education for the State of California, and Doctor August O. Thomas, Commissioner of Education of Maine.

The Mid-West was also in evidence in Doctor L. W. Smith, Superintendent of Joliet Township High School and Junior College, Illinois; Paul Harvey, former publisher *International Interpreter*, and Burton A. Barnes, principal Munger Intermediate School, Detroit.

Educational magazines had two outstanding speakers in Doctor Joy Elmer Morgan, editor *The Journal of the National Education Association*, and Doctor A. E. Winship, editor *Journal of Education*, the dean of educational editors in the United States.

The University of California, in its two branches, had nine speakers. From Berkeley were Doctor Paul Fletcher Cadman, dean of men; Doctor E. C. Hills, professor of romance philology; Professor Leonard B. McWood. From Los Angeles were Doctor Frederick Thomas Blancher, professor of English and chairman of department of English; Doctor Paul Perigord, professor of French civilization; Doctor Gordon S.

Watkins, and Doctor F. P. Woellner, associate professor of civic education. From the University of California Extension Division were Lyman Bryson and Doctor Charles E. Kany.

Stanford University had present Doctor Percy A. Martin and Doctor William M. Proctor. From the University of Southern California those on the program were Doctor Owen C. Coy, professor of California history; Doctor F. C. Touton, and Doctor F. J. Weersing, associate professor of education.

City Superintendents giving addresses were Mrs. Susan M. Dorsey, Superintendent of Los Angeles city schools; Doctor H. B. Wilson, Superintendent of Berkeley schools, and Joseph Marr Gwinn, Superintendent of San Francisco schools.

L. E. Chenoweth, Superintendent of Kern County schools, Bakersfield, Cal., had the honor of being the only County Superintendent of Schools in a big main event address. Mr. Chenoweth is a California educator who is an expert in rural education. His county schools are said to be the best in the United States. More new and up-to-date approaches have been inculcated in his educational program than in perhaps any county system in the United States.

Two college presidents spoke at meetings. At one was Doctor Walter F. Dexter, president of Whittier College, Whittier, Cal., and at the other was Norman F. Coleman, president of Reed College, Portland, Ore.

The California State Department of Education was well represented by Miss Helen Heffernan, chief, Division of Rural Education, and Nicholas Ricciardi, chief, Division of City Secondary Schools.

This meeting was the fifth year at which special series of five lectures each were given on special topics. These lecture series are increasing in popularity and are fine miniature courses. The classical section presented Doctor Grant Showerman of the University of Wisconsin; the social science section, Doctor Percy A. Martin, of Stanford University; the science and mathematics section, Doctor Henry C. Cowles of the University of Chicago; the modern language section, Doctor E. C. Hills of the University of California, and Ralph Dennis, dean of the School of Speech, Northwestern University.

Two other section divisions with meetings of great importance were those of the health and corrective physical education and educational research and guidance section. The research and guidance section was under the presidency of Robert H. Lane, Assistant Superintendent of Los Angeles city schools, and the meetings of the health institute were held under President Doctor Sven Lokrantz, general chairman of the Teachers Health Institute.

As a heightening of this California Teachers Association, Southern Section, meeting was the occurrence at the same time of the meeting of the American Vocational Association at the Hotel Biltmore, Los Angeles. Edwin A. Lee, University of California, president of the American Vocational Association, had arranged a magnificent program, and educators from all parts of the United States were in attendance.

Among those present were A. W. Crawford, director of technical education, Canada; M. J. Bernard, director of vocational education, Mexico; James R. Coxen, director of vocational education, Hawaii; J. C. Wright, director of federal board for vocational education; A. H. Hughey, Superintendent of Schools, El Paso, Texas; George P. Hambrecht, state director of vocational education, Madison, Wisconsin; C. A. Prosser, director of Dunwoody Institute, Minneapolis; J. A. McPhee, supervisor of agricultural education for California; William J. Bogan, Acting Superintendent of Schools, Chicago; L. W. Smith, Superintendent of Schools, Joliet, Ill.; Vierling Kersey, Assistant Superintendent of Los Angeles city schools.

Doctor Charles H. Judd, Doctor F. J. Kelly, Doctor E. H. Lindley, Doctor Joy Elmer Morgan, and Doctor August O. Thomas were some of the speakers whose talks were exceedingly well received. Doctor H. B. Wilson of Berkeley had the record of speaking in six different towns in five days. His itinerary included Santa Monica, Pasadena, Riverside, Pomona, Los Angeles, and El Centro. Doctor August O. Thomas made eight addresses in five days. Doctor Judd spoke ten times in five days. Doctor Joy Elmer Morgan had the record of speaking twelve times in five days in four cities.

MARK KEPPEL, Superintendent of Los Angeles County schools, had a three-day county institute section. The Ventura County teachers were brought to Los Angeles for their institute by County Superintendent Mrs. Blanche Reynolds.

THE ADMINISTRATION and supervision section was under the presidency of David A. Stouffer, principal Excelsior Union High School, with W. L. Stuckey, District Superintendent of Huntington Park, as vice president; C. L. Broadwater, District Superintendent of Schools, El Segundo, as secretary, and Conrad E. H. Hale, District Superintendent of Schools, San Gabriel, as treasurer.

DURING the California Teachers Southern Section meeting there occurred four breakfasts, twenty luncheons, and five banquets.

MARK KEPPEL, Superintendent of Los Angeles County schools, in arranging his institute program, did not schedule any music. As a result, speakers were through on time.

AMONG the chairmen at the big general session meetings of the Southern Section of the California Teachers Institute were Albert F. Vandegrift, president of the association; Frederick F. Martin, Superintendent of Santa Monica schools; Paul E. Stewart, Superintendent of Santa Barbara schools; Miss Christine A. Jacobsen, president of the Los Angeles City Teachers Club; Miss Kathleen D. Loly, head of language department, Pasadena High School; Willard E. Givens, Superintendent of San Diego city schools; Henry G. Clement, Superintendent of Redlands schools; George C. Bush, Superintendent of South Pasadena schools; Ernest P. Branson, director of research, Long Beach city schools.

THE ELECTION this last December of Frederick F. Martin as the president of the California Teachers Association, Southern Section, for 1928 was received with much satisfaction by the school people of the state. Mr. Martin succeeds to the office that has been held by such capable educators as Albert F. Vandegrift of the Belmont High School, Los Angeles, this last year's president; George C. Bush, Superintendent of South Pasadena schools, and A. R. Clifton, Superintendent of Monrovia schools.

Mr. Martin was educated at Yale. In California he has had a varied and colorful career. First as District Superintendent of Schools of National City, then as Superintendent of San Diego County schools, he made a reputation in the southern part of the state. From San Diego he went to Pasadena as business manager of the Pasadena city schools. While in Pasadena Mr. Martin had much to do with the building program that was in course of procedure then. These last three years Mr. Martin has been Superintendent of the Santa Monica city schools, where he has put over one building program and is now starting on another in that fast-growing city.

Mr. Martin has a breadth of educational experience, and his presidency of the Southern Section of the California Teachers Association will see the continued growth of that organization and the putting on of another great educational meeting in Los Angeles next December.

ARE WE OVERDOING IT?

VISITOR: How old are you, little boy?

MODERN CHILD (*reflectively wiping his spectacles*): The latest personal survey available shows my psychological age to be 12, my moral age to be 4, my anatomical age 7, my physiological age 6. I suppose you refer, however, to my chronological age, which is 8. That is so old-fashioned that I seldom think of it.—*Official Bulletin of the Cincinnati Teachers Association.*

LINCOLN POEMS TO MEMORIZE

The Pardon

'Twas in the war-time's early days,
When eyes looked forth with anxious gaze,
A young lad had been doomed to die,
And would'st thou know the reason why?

He had been placed as sentinel,
And at his post asleep he fell,
And for that closing of his eyes,
Before him dreamless slumber lies.

The President read the sentence through,
And murmured, "The act I cannot do.
Brought up on a farm, at work late kept.
Poor boy! No wonder that he slept!"

And o'er the paper he drew his pen,
And signed his pardon there and then,
Great-hearted man! Shall I unfold
What later on the sequel told?

At Fredericksburg, among the slain,
A lad beyond all mortal pain
Was lying by himself apart,
A picture next his youthful heart.

'Twas Lincoln's picture that he wore,
And just beneath these words it bore:
"God bless Abe Lincoln." Thus he showed
The debt of love to him he owed.

—*Anon.*

Lincoln

"A peaceful life:—just toil and rest—
All his desire;—
To read the books he liked the best
Beside the cabin fire—
God's word and man's;—to peer sometimes
Above the page, in smouldering gleams,
And catch, like far heroic rhymes,
The on march of his dreams.

"A peaceful life;—to hear the low
Of pastured herds,
Or woodman's ax, that blow on blow,
Fell sweet as rhythmic words.
And yet there stirred within his breast
A fateful pulse that, like a roll
Of drums, made high above his rest
A tumult in his soul."

—*Anon.*

Lincoln the Schoolboy

His school was a cabin built of logs,
His desk was a rude pine form;
In winter he helped to split the wood
That kept the schoolroom warm.

He used a shingle for a slate,
His pen was made of quill;
His teachers, oft, could scarcely spell,
Though they swayed the birch with skill.

He'd never met the wise and great,
The books he read were few;
He studied nights by the pine knot's flame,
But, oh, how much he knew!

A simple backwoods schoolboy, who
Full little guessed that he,
In every schoolhouse in the land,
Would some day honored be.

—*Hope Nelson.*

WASHINGTON POEMS TO LEARN

What We Owe to Washington

If you'll listen I'll tell you a story
That happened a long time ago,
When England was ruling our nation
In colonies, thirteen, you know.

New Jersey, Rhode Island, New Hampshire,
Virginia, Maryland, too,
Massachusetts, and Delaware also,
Are seven—but I am not through.

There's Georgia and North Carolina,
And South Carolina between,
Pennsylvania, too, and New York State,
With Connecticut number thirteen:

Colonies first owned by England
Till the great Revolution was fought,
When liberty gained by our fathers
The dawn of prosperity brought.

And who was the star of those war days,
Commander-in-Chief of the force
That fought till the last chain was broken
And liberty entered her course?

That soldier, you all know his portrait,
Those features so strong, kind, and true!
George Washington, hero of heroes,
We owe our dear freedom to you!

—*Clara A. Mash.*

Washington

Serene and steadfast as the hills,
The cheer of lighthouse in the night,
A patriot to the people true,
The wisdom of the thoughtless bee,
A strength like air that yields, yet holds
The eloquence of wordless worth,
A conscience sleepless as the stars.

ANECDOTES OF WASHINGTON TO RETELL

Though Washington was always very particular about his dress, he was not a dandy. Regarding clothes, he wrote to his nephew: "Do not conceive that fine clothes make fine men any more than fine feathers make fine birds. A plain, genteel dress is more admired and obtains more credit than lace or embroidery in the eyes of the judicious and sensible."

Washington wrote to his army after Cornwallis's surrender at Yorktown: "My brave fellows, let no sensation of satisfaction for the triumphs you have gained induce you to insult your fallen enemy. Let no shouting, no clamorous huzzaing increase their mortification. It is sufficient for us that we witness their humiliation. Posterity will huzza for us."

When in New York one day Washington entered a shop. A Scotch nursemaid followed him. She carried a baby. "Please, sir," she said, "here's a bairn was named after you."

"What is his name?" President Washington inquired.

"Washington Irving, sir," the maid replied.

The President placed his hand on the child's head and gave him his blessing. He did not know that that child, too, was going to be a great man and would write Washington's biography.

When company was invited to the family home to dinner, Washington made but five minutes' allowance for difference in watches. Then if the guests did not arrive, dinner was served. If the guests came late he often said: "We are too punctual for you. I have a cook who does not ask if the company has come, but if the hour has come."

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GIVENS TO BE OAKLAND SUPERINTENDENT

FRED M. HUNTER, Superintendent of the Oakland schools, has accepted the position of chancellor of the University of Denver. Willard E. Givens, San Diego School Superintendent, has accepted the superintendency vacated by Hunter, who will conclude his duties July 1. Givens has been given a four-year contract at $11,000 a year. He was formerly Hunter's assistant, and before that was Superintendent of Schools in Honolulu. He is a graduate from the University of Indiana and took his A. B. degree at Columbia University.

Fred Hunter has been Superintendent of the Oakland schools since July, 1917. He was formerly a member of the faculty of the University of Nebraska and Superintendent of Schools in Lincoln and other cities of Nebraska.

MISS SCRIPPS PRESENTS BOOKS TO SCHOOLS

ELLEN BROWNING SCRIPPS, one of the founders of the Howard–Scripps newspaper chain, has presented to high school libraries of California sets of "The Birds of California," by William Leon Dawson. The set is in three volumes, and the books offer a complete, scientific, and popular account of the 580 species and subspecies of birds found in the state. The work is illustrated by more than eleven hundred half-tone cuts from photographs of birds in life, nests, eggs, and favorite haunts. This series is the students' edition, and these books, which are now presented to the high schools, owing to a generous benefactor, are sold only by subscription. Lovers of books, nature, and birds will thrill to the spirit, beauty, and authentic material contained within the covers of these handsome volumes.

GEOGRAPHICAL SCRAPBOOK MATERIAL*

NEW GEOGRAPHICAL material for children from the second grade through the seventh is being published daily by the San Francisco *News*, the Scripps–Howard newspaper in San Francisco. This material is in story form, and outline pictures accompany each story. Ruth Thompson, author of "Type Stories of the World for Little Folk," "Our Neighbors Near and Far," and of other books and children's stories, is the author of this new series. M. T. Ross, formerly of the Chicago *Tribune*, and illustrator of "The Butterfly Babies Book" and other volumes, is illustrating Miss Thompson's new series.

Each story is in six installments, one for each day of the week, not including Sunday. Children of a different country are told of each week. To date the following stories have appeared: Ramona and Romando, American Indian Children; Tooki and Makuik, Eskimos of the Far North; Tanana and Tootlik, Eskimos of Alaska; Mary and Harry, Canadian Children; Angela and Juanito, Children of Mexico.

These stories are planned for scrapbook material. Directions are given as to how to make the scrapbook. The stories are to be cut out, the pictures are to be colored and placed with the stories, and all pasted in a new booklet each week. When the series is completed, the children making the books will have an authentic, up-to-date, and charming little library of their own, consisting of a series of some thirty or more small books.

Prizes were awarded for the best book at the end of the first week, and a San Francisco girl, Myrtle Bazzini, won the cash prize. Other prizes will be awarded for the best library submitted at the conclusion of the series.

Myrtle Bazzini, the prize winner, appeared with Ruth Thompson, who is "Aunt Betty" of the KGO Kiddies Klub, on the radio, and read her story and told how she made her booklet that won the prize.

Teachers are showing interest in the material, and a number of schools, including the Prairie Bluff School, Shively, Cal., have subscribed for the *News*, so that the children may make their booklets as a geographical, handwork, and art project.

The *News* will send to every teacher asking for the material a free promotion sheet of the first four series of stories during the remaining time it has them in stock.

*The San Francisco *News*, 340 Ninth Street, San Francisco, Cal. Price 50 cents per month.

STANISLAUS COUNTY MEET

The Stanislaus County Institute was held in Modesto November 22, 23, and 24, with 525 county school teachers in attendance. J. H. Bradley, Superintendent of Schools, outlined the purpose and aims of the institute in his opening address, to which Leroy Nichols, principal of the Turlock High School, responded. Other speakers included Doctor John C. Almack, Stanford University; Doctor Alexander C. Roberts, president State Teachers College, San Francisco; Mark Keppel, Los Angeles County Superintendent; Nicholas Ricciardi, chief of the division of the secondary schools of California, and others.

FOUR-COUNTY MEET IN SANTA CRUZ

The Central Coast Section of the California Teachers Association met in Santa Cruz the week of December 16, with teachers from four counties in attendance. Counties represented were San Luis Obispo, Monterey, San Benito, and Santa Cruz. It was decided that next year's meeting be held in San Luis Obispo. R. L. Bird, County Superintendent of San Luis Obispo County, extended the invitation. Supervisors and instructors from various school systems and colleges were the speakers. Stanley J. Krikac, principal of the Greenfield Grammar School, was elected president of the Central Coast Section of Elementary Principals Association. Mrs. Edna H. Young, County Superintendent of Santa Cruz, and K. F. Adams, City Superintendent, were hostess and host at the convention. Catharine Gray Hooton was elected president of the association for the ensuing year.

SANTA CLARA COUNTY INSTITUTE

The teachers' institute which was held in San Jose the latter part of December was presided over by the Santa Clara County Superintendent of Schools, Joseph E. Hancock. Following are those who were elected to office in the Santa Clara County Teachers Association: Mrs. Cecile B. Hall of Los Gatos, president; Bertha Reid Seeley of Saratoga, vice president; M. E. Shippy of Palo Alto, secretary-treasurer; Miss Agnes E. Howe and Miss Sophie Cramer were elected delegates to the Bay Section council.

BAY SECTION TEACHERS

The sixteenth annual Bay Section Teachers Institute was held in Oakland the week of December 19, with some eight thousand teachers present. Walter Bachrodt, Superintendent of the San Jose city school system, retiring president, presided at the meeting. Miss Florence Tillman of Oakland was elected president of the association for the ensuing year; William H. Hanlon, County Superintendent of Schools, Contra Costa County, was elected vice president, and Earl G. Gridley of Oakland was elected secretary.

NORTHERN TEACHERS GATHER

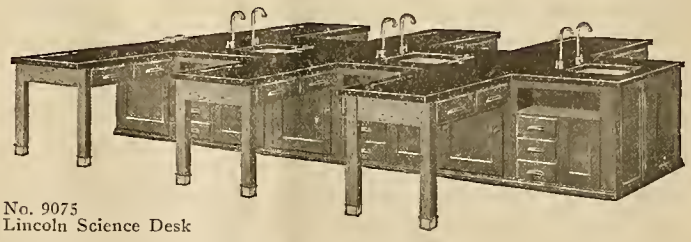
The Northern Section of the California Rural Supervisors Association met at the Chico Teachers College on December 2, 1927. The college provided an interesting assembly period of music, and talks were given by Miss Helen Heffernan and Julian McPhee of the department of rural education.

Interesting and profitable demonstration work was provided in the training school by R. C. Merrill, director of teacher training. Miss Clara Kaps gave a splendid demonstration of how new words may be introduced in content to second grade children without the use of phonics.

Miss Lida Lennon gave demonstration teaching in music in her usual able manner.

An informal but delicious luncheon was served at Hotel Oaks to the thirty-two members of the convention. Piano and musical stunts rendered the hour a merry one. The remainder of the day was spent in a discussion of the Montana state course

LINCOLN SCIENCE DESKS



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of study. The following supervisors reported on different units of the course:

General Plan—H. B. White, rural supervisor, Amador County.
Reading—Miss Stacy Armstrong, rural supervisor, Yolo County.
Reading—Mrs. Sophia M. Barnard, rural supervisor, Placer County.
Reading—Miss Arta Bradt, rural supervisor, Placer County.
Language—Miss Emily Rothlin, rural supervisor, Placer County.
Language—Mrs. Kate L. Donnelley, rural supervisor, Plumas County.

Miss Heffernan assisted with timely suggestions for discussion. The music supervisors met in special session and worked on plans for a core curriculum in music for the state. The following School Superintendents were interested and welcome visitors:

Jay E. Partridge, Oroville, Butte County; E. P. Mapes, Willows, Glenn County; Mrs. Portia F. Moss, Auburn, Placer County; Miss Bertha Merrill, Redding, Shasta County; Mrs. Agnes Weber Meade, Marysville, Yuba County; Mrs. Rowena M. Norton, Woodland, Yolo County.

Those present included: Instructors of the Chico State Teachers College; Julian A. McPhee, Arthur Case, Miss Ruth M. Phillips, and Lillian B. Hill, Sacramento, Sacramento County; Jay E. Partridge, Floyd T. Tarr, and Miss M. L. Richmond, Oroville, Butte County; Louis C. Forbes, Durham, Butte County; E. P. Mapes and Ralph W. Camper, Willows, Glenn County; Mrs. Sophia N. Barnard, Miss Arta Oldham Bradt, and Mrs. Portia F. Moss, Auburn, Placer County; Miss Alice Carroll and Mrs. Helen Stephenson, Yuba City, Sutter County; Miss Emily Rothlin, Susanville, Lassen County; Mrs. Ruth Edmands, Colusa, Colusa County; Mrs. Katherine R. McQuaid and Mrs. Agnes Weber Mead, Marysville, Yuba County; Mrs. Ethel S. Ward and Miss Bertha Merrill, Redding, Shasta County; Mrs. Eddie Rae Long and Miss Josephine Murray, Red Bluff, Tehama County; Mrs. Kate L. Donnelley, Quincy, Plumas County; Miss Stacy Armstrong, Mrs. Rowena M. Norton, and Mrs. Mae S. Royer, Woodland, Yolo County; H. B. White, Amador; Walter G. Bancroft, Alturas, Modoc County; J. O. Tuttle, San Francisco, representing Ginn & Co.; Charles Beers, San Francisco, representing Rand McNally & Co.; Helen Heffernan, chief, division of rural education.

AN HOUR WITH PHILIP VAN NESS MYERS

By W. L. RICHARDSON

WE CAME to a substantial four-square house on College Hill, Cincinnati, and we were ushered into a large deep room well lined with books in tall old-fashioned cases. Professor Myers greeted us warmly. He is powerfully built and still vigorous, though eighty-two years old. His hair is gray and he is clean shaven except for closely cropped side-whiskers. His voice is rich and well modulated. In his day he must have been an impressive figure in his history classrooms.

To get acquainted with him we looked first at his books. He has a generous shelf of his own writings. One of these antedates his textbooks by a number of years. It describes a trip that he made in his youth to South America. The books he has selected for his library exhibit his deep interest in history. It has been his life-long study. The philosophy of history has also apparently interested him, and moral philosophy. Yet there was a generous number of recent books. Among these was Lawrence's "Revolt in the Desert," which Professor Myers spoke of rightly as an amazing book, written by a remarkable man.

I reminded Mr. Myers of a talk given by him almost twenty years ago. Being asked on that occasion by someone in his audience how it was he undertook the writing of his series of European histories, he had said that it came about because of his dissatisfaction in his own teaching in the use of the textbooks then available. He came home one day after the usual discouraging experience and said to Mrs. Myers: "I believe I shall write a history myself." She replied: "You had better not." But presently Mrs. Myers went away on a little trip, and this gave him his opportunity. When she returned he did not allow her, he said, even to take off her hat before he read to her the first chapter. "Well, you have done it!" she said. Professor Myers enjoyed the recollection of this incident and said that this was a faithful account of the genesis of his books. I told him that I felt he could justly take great satisfaction in the fact that their publication had brought about a new era in the

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teaching of history in the schools, and that every succeeding series had been built to a large extent on the foundations laid by him.

"But I have," I said, "an even more vivid recollection in connection with that talk you made many years ago. You may remember that someone in the audience called attention to the marked changes in the successive editions of your histories, especially in the handling of religious questions, and he asked how this had come about. You replied that no pressure from without had been exerted upon you, but your different point of view represented an inward conviction formed deliberately. You said, furthermore, that your newer views had come not as much through 'depth of thinking' as through 'length of living.' This remark made a deep impression on me at the time, and, as you see, I have not forgotten it. Age should bring mellowness and tolerance and understanding, and you are evidently an example of this."

I then ventured to ask Mr. Myers about his health and state of mind in these later years. He said that judging from his own experience it is natural to push old age ahead of one. He could remember that in his youth a person of forty seemed to him quite elderly, but now at eight-two he refused to think of himself as an old man. He admitted, however, that the interests of his earlier years had now lessened and that his pursuits were not so absorbing. If, for instance, he were asked to undertake a big task, such as the writing of some work of history, he could not possibly do it. It is very evident, however, that Professor Myers is greatly interested in his old studies and in the world today. He spends much time constantly in his intellectual pursuits—a good way to finish a long and useful life.

We spoke of the new courses of study in history and of the changing emphasis, and we deprecated the tendency to abridge more and more the time devoted in high schools to ancient history, notwithstanding the fact that in recent years such a flood of new light has been thrown on the history of the older races and the content of ancient history is thus more complete and fascinating than ever. Professor Myers felt that history should be one. He called attention to the fact that the people of Greece and Rome are, in the age-long history of man, almost our contemporaries, and we cannot therefore afford practically to ignore them, as in the history courses in many hundreds of schools, and even in prominent city high schools.

I asked him what he felt about the question of the ascendancy of the white races and the probable future of such a nation as the United States. He spoke interestingly. Such advocates of Nordic supremacy as Lothrop Stoddard did not make much of an appeal to him. He believed that races, like individuals, generally had a biological course—youth, maturity, and decline—and that there were many curious examples of this. China was, however, an apparent exception. His ideas were thus very similar to those of Spengler. I asked him if he was prepared to make a prophecy about the future. He replied in the negative, with a smile, but he went on to say that he was convinced that Russia was still a young nation and had not yet come to its full strength. The same was obviously true of Japan. He had been in Japan many years ago, at the very beginning of her new national life, and he had often regretted that he had not stayed there to grow up, as it were, with a new civilization.

I saw the Wiggam books on Professor Myers's shelves and I asked him what position he himself took regarding the theory of eugenics and the importance of heredity as over against environment. He evidently felt strongly on this question, and he had a good deal to say. Thirty years ago, he remarked, this whole question was under discussion in his circle in very much its present form. He had given the best years of his life to teaching, and as an educator he refused to believe that blood was all and education, social effort, and environment counted for little. The idea was abhorrent to him, and the facts of history and experience were in his judgment all against it. Heredity and environment both had their place and neither should be exalted.

We spoke of the enormous material advances of recent decades and of the present scientific age. Mr. Myers was asked if he did not think it possible that in the succeeding period great contributions might be made in the field of psychology and in the understanding of the thought processes or any other aspects of the mental and spiritual life. "Look at that shelf of books," he replied, pointing to an interesting group of German, English, and American volumes. "For years I have been reading works dealing with psychic phenomena. This came about in the first place because of a lecture given at Cincinnati a long time ago by the distinguished scientist, Alfred Russell Wallace. He was my guest on this occasion. I asked him his opinion regarding the question of manifestations of life after death. Wallace replied that the evidence was clear—it was not with him a matter of opinion, but of conviction." Professor Myers told us that it was certainly a significant thing that Wallace, the scientist, and Sir Oliver Lodge, the physicist, had both frankly committed themselves to these psychic beliefs. "Well, how about yourself?" we asked Mr. Myers. He spoke slowly to the following effect: "I have read those volumes and others—all the best literature on the subject by men of learning whom I respect. But I cannot convince myself that these theories have been proved correct. It is an open question. It is quite possible, however, that we may be on the threshold of new discoveries in the spiritual realm." We came away with reluctance. It seemed to us that if we could, at eighty-two, show as much vigor of body and mind as Professor Myers, as much interest in the best current thought, as much tolerance, we should be fortunate indeed.

J. A. SEXSON TAKES PASADENA OFFICE

John Amherst Sexson, who has been Superintendent of Schools in Bisbee, Ariz., for the past three years, began his new work as Superintendent of Schools, Pasadena, Cal., January 1, taking the position left vacant by John Franklin West.

John A. Sexson

Mr. Sexson goes to the schools of Pasadena with a fine record of education and experience. He is a life member of the National Education Association, has been a member of the Department of Superintendence since 1913, is a member of the National Society for Study of Education, of State Educational Association, of Kappa Delta Pi, Delta Psi, and of the Rotary Club. He is a Mason, and he has contributed to various educational magazines since working in the educational field. Mr. Sexson was a member of the State Board of Examiners of Colorado, 1912–1924; member of State Board of Education of Arizona, 1925–1927; president Colorado State Teachers Association, 1917–1919; president Southeastern Section, Arizona, 1925–1926.

Mr. Sexson's educational record and experience follows:

Education—Elementary: Graduate rural school, Furnas County, Neb.; Secondary: Graduate Franklin Academy, Franklin, Neb.; Normal School: Graduate State Normal School of Colorado, Greeley, Colo., Pd. B. 1905, Pd. M. 1908; College: Graduate Colorado State Teachers College, Greeley, Colo., B. A. 1912; University: Graduate University of Denver, M. A. 1919; one summer of post graduate work at Teachers College, Columbia University, New York; two summers of post-graduate study at University of Arizona with Doctor J. O. Creager, now at New York University.

Experience—1900–1904, rural schools, teacher, Furnas County, Neb.; 1905–1908, Superintendent of Schools, Mancos, Colo.; 1908–1912, Superintendent of Schools, Telluride, Colo.; 1912–1924, Superintendent of Schools, Sterling, Colo.; 1924–1927, Superintendent of Schools, Bisbee, Ariz.; 1918–1919, Major, Sanitary Corps, United States Army, Rehabilitation Service, U. S. A. Experience as instructor in colleges of education, summer schools: Summers of 1913, 1914, 1915, Teachers College, Greeley, Colo.; summers of 1916, 1917, University of Denver, Denver, Colo.; summers of 1920, 1921, University of Denver, Colo.; summer of 1922, Agricultural College, Fort Collins, Colo.; summer of 1924, University of Colorado, Boulder, Colo.; summers of 1925 and 1926, University of Arizona, Tucson, Ariz. Experience as lecturer and conductor of teachers' institutes from 1911 to 1922.

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HARR WAGNER, EDITOR. RUTH THOMPSON, ASSISTANT EDITOR.

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

SOMEONE has said that "Experts are men and women who have organized their ignorance into a system." If we interpret the foregoing sentence into meaning that the search for truth is urged on by our lack of it, and that curiosity is the great urge in all expertness, then the criticism of experts has a value. Individual experts have accomplished great things. Experts in mass formation carry, as a rule, an enormous amount of ignorance as surplus baggage.

WILLIAM JOHN COOPER, the Superintendent of Public Instruction of California, answers in his December *Bulletin* the question "For what, after all, is the real message of Christmas?" He answers it in the beautiful broad spirit of a man with reverence for tradition, with an open mind for the new truth that may be discovered, and with charity for the belief of others. It is a great answer to a great subject.

WORD STUDY is an almost neglected function in the classroom. The student of Latin learns its value in college. Every boy and girl of the sixth, seventh, and eighth grades, and every part-time and vocational high school student, should know something of the use and abuse of words.

"Words, breathing words, full-murmuring syllables! How you enrich the thoughts that dwell in you with far-brought perfume."

NEOLOGISMS

He could coin, or counterfeit
New words, with little or no wit;
Words so debased and hard, no stone
Was hard enough to touch them on;
And when with hasty noise he spoke 'em,
The ignorant for current took 'em.

BUTLER, *Hudibras*, I, i, lines 109–114.

To facilitate the use of words and to improve the felicity and accuracy of expression, G. & C. Merriam Company of Springfield, Mass., will send to any teacher of English requesting, a copy of "Word Study." Here is a clipping of a humorous story—we almost called it a humorous clipping:

FIVE POINTS IN ENGLISH

The man had just informed the Pullman agent that he wanted a Pullman berth.

"Upper or lower?" asked the agent.

"What's the difference?" asked the man.

"A difference of fifty cents in this case," replied the agent. "The lower is higher than the upper. The higher price is for the lower. If you want it lower you'll have to go higher. We sell the upper lower than the lower. Most people don't like the upper, although it is lower on account of its being higher. When you occupy an upper you have to get up to go to bed and get down when you get up. You can have the lower if you pay higher. The upper is lower than the lower because it is higher. If you are willing to go higher, it will be lower."

But the poor man had fainted!—*The Epworth Herald.*

E. E. OERTEL, principal of the Orestimba Union High School of Newman, has prepared a very valuable paper with the unique title "Is Science Good Company for Education?":

There is a strong tendency nowadays to place education on a scientific basis. A philosophy of education seems to be giving way to a science of education. This might be all very well if people did not somehow get the idea that science is less fickle, changeable, and unreliable than philosophy. Every now and then some scientist turns philosopher, and some of us find ourselves questioning seriously if philosophy is not, after all, holding its own. We begin to feel, at least, that science may go wrong at times. "Wisdom is that which we know ourselves" allows for a being or consciousness that science knows precious little about. If such a definition is to be entertained for a moment as having one ounce of weight, then we must turn away altogether from psychology in particular and science in general for any possible further explanation.

The knowledge which a developing science presents in one day becomes oftentimes the ignorance of a past day. There is nothing permanent except change even in science, unless one considers certain rather abstract and intangible rules and principles which are, in the final analysis, metaphysical, therefore incomprehensible to physical science. Nor is science, as we know it, always a reliable and accurate something. Science is every bit as theoretical and speculative as philosophy is considered to be. Philosophy is the parent of knowledge. The new scientific theories we have today are just so many little offsprings trying to run down new streets and avenues for the first time, thinking they can get along by themselves. Votaries of these theories often get the idea they are doing something original; they sometimes regard everything said or written before their time as not worth remembering; yet everything they discover has probably been discovered before.

There are those who hope for a complete rapprochement of science and education. These delight in being scientific. They like to measure and experiment and diagnose after the methods of the chemist or physicist. Many times they do excellent work. Many times their efforts have far-reaching results. But just as doctors and dietitians have trouble with some fanatics and faddists who exploit the germ and vitamin theories to the extent of making them ridiculous, so these scientific workers in education have difficulties with those who boldly announce to the world their several catholicons for all the ills of pedagogy.

THE ADOPTION of the series of language textbooks by the California State Board of Education has established a precedent of the Textbook Committee's acceptance of the report of the Core Curriculum Committee. Superintendent Cooper is to be congratulated on the result of the plan proposed by him.

THE STATE OF CALIFORNIA is to be congratulated in having honored Miss McFadden, the author of the McFadden Language Series, published by Rand McNally & Co. Miss McFadden is a member of the faculty of the State Teachers College, San Francisco. She has been a specialist in language teaching for many years, and the selection of her book on its merit is a fine tribute to her ability.

ROBERT H. DOWN, principal of the Pacific Grove Grammar School, is the head of a rapidly growing school system. The latest record set by the school is a growth of from 240 pupils and nine teachers to an enrollment of eight hundred pupils and twenty-one teachers. In addition to this staff there is a special teacher for music, one for art, one for home economics, and also one for shop. The Board of Education is now planning to build a primary school to accommodate the increased attendance.

Among the projects that Mr. Down encourages are student government, current events club, and a school paper, *The Neptune*. The December issue of *The Neptune* contains Christmas material compiled and written by the students. The paper was issued by Miss Kathryn Sevy's low eighth-grade class. The editorial staff is as follows: Editor, Marian Hewitson; assistant editor, Pearl Jones; business manager, Elva Foote; assistant business manager, Robert Jones; art editor, Gladola Lawler; literary editor, Myfanwy Lloyd; josh editor, Frances Slinger; girls' athletics, Alice Urquidi; boys' athletics, Willie Strang; news editor, Margarete Hewitson; reporter, Doris Francis; typist, Doris Francis. The school paper is a credit to teacher and pupils. It is interesting, timely, and newsy.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The California Polytechnic School and Junior College at San Luis Obispo, under the presidency of Doctor Ben R. Crandall during the last three years, has increased over 300 per cent in enrollment. Three years ago at the time Doctor Crandall took the presidency of the institution there were eighty-four students enrolled; the present number in the school is more than 330. Thirty-six members are on the faculty at the present time, while there were thirteen three years ago.

The growth of the school and the fine spirit of work and enthusiasm of faculty and students in the polytechnic courses of study has been due to a great extent to Doctor Crandall, who believes in the value of educating people for real jobs in the field of agriculture, mechanics, engineering, printing, and home making. Doctor Crandall has taken a state institution, the only one of its kind in California, and given it new life, has made it known to the educators of the state, and is turning out artisans well trained for real jobs.

A visit to the California Polytechnic School at San Luis Obispo is of great interest. The site is half a mile west of the city limits of San Luis Obispo and is located on a ranch of over a thousand acres of rolling land, most of which is excellent for cultivation. The campus itself consists of thirty acres of gently undulating land, carefully landscaped and planted to trees and ornamental shrubs. Winding walks and drives traverse the entire campus.

The school is equipped with sixteen main units, such as the administration building, science hall, home-making building, printshop, boys' dormitory, the barracks, the president's residence, dining-hall, electrical laboratory, mechanics laboratory, automobile shop, aëronautics laboratory, the forge shop, machine shop, woodworking shop, and there are a number of agricultural buildings, including barns, creamery, poultry houses, greenhouses, and shops. The sum of $185,000 is now being spent in the erection of additional buildings.

The agricultural department has as its slogan: "Earn while you learn." By means of projects, selected by the boys according to their needs or interests, they learn the fundamental principles of poultry raising, hog raising, dairying, baby beef fattening, etc. In chicken projects and baby beef projects many students have paid their way through the school and had profit and fun in the learning process.

This year the class in aëronautics is constructing a large monoplane upon a Los Angeles contract. The entire class is hugely interested in the job, and the plane will have several new features designed by the aëronautic instructors, G. Montijo and H. G. Warren.

This is the first year in which the junior college department has been in operation. Within that short time 25 per cent of the institution's enrollment has been made in that division. The students enrolled come from 139 cities and towns of California and from eight states and from three foreign countries—Canada, Mexico, and Peru. San Francisco and Los Angeles and the San Joaquin Valley are largely represented among the students.

J. B. Corcoran, assistant director of agriculture of the Los Angeles city schools, has made the horticulture and floriculture course of the Los Angeles city schools one of the best in California.

W. Hardin Hughes, director of research of the Pasadena city schools, California, is scheduled to give two courses in the University of Pennsylvania summer session at Philadelphia in the session that opens July 5, 1928. One course will be on educational guidance and the other will take up special problems of high school teaching. Mr. Hughes will be in the department of secondary education at the University of Pennsylvania, of which Arthur J. Jones is head.

The election of John Amherst Sexson to the superintendency of the Pasadena schools brings to California a school man of great power and fearlessness. Mr. Sexson has made a fine name for himself in his previous educational work in Colorado and Arizona.

Miss Grace I. Dick, Pasadena elementary school librarian, is building up collections of special reading books for the elementary schools.

The Burbank city schools, under Superintendent Leonard F. Collins, are continuing to increase in enrollment. During the decade of 1918 to 1928 the registration of students rose from 626 to more than 3369.

Under the direction of Mrs. Clara Swaim, assistant superintendent of Burbank city schools, the teachers of Burbank have been having monthly educational meetings of forty minutes each. Topics of pertinent interest to their problems have been discussed. The meetings rotate from school to school. There is a chairman in charge of each grade to work up the discussion.

A kindergarten–primary association affiliated with the state association has been formed in the Burbank city schools. Miss Estelle Burnette is president, Miss Ruth Patterson is secretary, and Miss Winifred Shepherd was elected treasurer.

R. E. Green, District Superintendent of Fullerton city schools, has the prospect of new school buildings for this next year to take care of the increased school population. Committees are at work in the Fullerton area to adopt the 6-4-4 plan. The plan is favored in most of the elementary districts and may be brought to a successful issue this year. The junior high school in the scheme proposed will go under the high school administration, and in the outlying districts of the union high school area junior high schools will be created.

Doctor Charles R. Tupper has been appointed head of the curriculum and research department of the San Diego city schools. For the last seven years Doctor Tupper has been Superintendent of Schools at Miami, Ariz. Doctor Tupper is a graduate of Stanford University of the class of 1913, and from that institution has the degrees of A. B., M. A., and Ph. D. He is a native of San Jose and is well acquainted with the educational progress of California. Doctor Tupper has been in educational work fourteen years. At San Diego Doctor Tupper is in charge of all curriculum work. At present he has twenty-four committees and five hundred teachers at work upon new courses of study.

Will S. Kellogg, principal of the Frances E. Willard Junior High School, Santa Ana, is in charge of the nature study work in the Santa Ana city schools. Mr. Kellogg has a new course of study in that subject in progress. He will continue with his summer session school, which opens the last of June.

Of great interest to Superintendents is the Coronado Beach School, Coronado, Cal. (a private institution), of which Mrs. F. W. Owens is principal. The school is located in the sands to the west of the Hotel del Coronado, fronting the waters of the Pacific Ocean. Five cottages of open bungalow type comprise the school. Here students are instructed according to the Dalton plan. Eight teachers supervise the activities of eighty children. Individual work accomplishes much. French is given by native teachers. A nursery school with children of two and one-half to three years has been established this year. Mrs. Owen believes that those years are the most formative and make the schooling of later years so much easier. Training in correct habits is stressed. The best standards of California schools are maintained. All teachers are fully accredited. The school has perfect atmosphere for play and work.

JANUARY STATE BOARD MEETING

THE State Board of Education met in regular quarterly session in Sacramento, January 3 and 4, 1928. All members were present except Mrs. Steinhart.

Communications received from the Placentia Chamber of Commerce and City Superintendent C. Ray Holbrook of San Bernardino regarding injustices in the present statutes were received and held for consideration at the October meeting of the board.

A communication from Glen O. Perkins requesting that his teaching and administration credentials be revoked was received, and on motion duly made and seconded the credentials were revoked by unanimous vote.

A petition from the electors of the San Jose High School District asking for the board's approval of an election to organize a junior college district was received, found to be in due form, set for action for the afternoon of the second day when, upon motion duly made, seconded, and unanimously carried, the petition was granted.

Charges preferred against Rollin E. Blackman by E. M. Auble and B. A. Chace were received in committee of the whole, together with a communication from Eugene Joseph Cagney requesting that his teaching credentials be revoked. After due consideration, the committee of the whole recommended to the board that hearings on these charges be set for the April meeting, and such action was ordered by the board.

The annual convention of high school principals was called to be held in the city of Long Beach from Monday, April 2, to Friday, April 6.

Reports were received from the Director of Education regarding the progress of the investigation of the School for the Deaf at Berkeley and regarding progress being made in connection with the survey of secondary education.

Appointments made by the Director of Education were confirmed by the board as follows:

1. Elwood A. Stevenson, Superintendent of the State School for the Deaf at Minnesota, to be principal of the State School for the Deaf at Berkeley, Cal.; chief of the Bureau for the Education of the Deaf in the state office, and teacher of technical courses in the San Francisco State Teachers College, effective July 1, 1928.

2. Clarence J. DuFour to be dean of the State Teachers College at San Francisco, beginning January 1, 1928.

3. Arthur Gist to be director of practice teaching and principal of the training school, State Teachers College at San Francisco, effective July 1, 1928.

4. Interim appointments of the Director to positions in the state department and to various positions in the state teachers' colleges were confirmed.

The rules of the board were amended to permit furnishing textbooks in sufficient quantities to supply a class whenever a rural school has combined two grades into one class with the approval of the County Superintendent.

A resolution framed by the secretary in response to a request from a special committee of the California Library Association regarding the making of scrapbooks in the schools was formally passed and ordered transmitted to county and city superintendents.

A resolution requesting the California Curriculum Commission to report at an early date on course of study in reading for grades one, two, and three and announcing the board's intention to adopt readers for these grades, to be in the hands of the pupils in September, 1929, was approved.

A report of the textbook committee of the board, introduced by Mr. Adams, chairman of the committee, which was unanimously adopted, contained the following recommendations:

1. Listing of high school textbooks as submitted by the Bureau of High School Textbook Listing.

2. Ordering the printing of new editions of free textbooks as recommended by the Bureau of Free Textbooks.

3. Ordering the secretary to advertise for offers to supply penmanship books for grades one to six, inclusive, bids to be received by the board in April.

4. Directing the president and secretary to enter into contracts with Benjamin H. Sanborn & Co. for the use of copyright and plates of Sheridan, Kleiser, and Mathews "Speaking and Writing English," Books II, III, and IV; and with Rand, McNally Company for similar rights to the McFadden English Series, Book III, to be published in two parts, one for the seventh grade and one for the eighth grade.

5. Requesting the California Curriculum Commission to submit a course of study in language for grades one, two, and three.

As trustees of the California State Historical association, the board elected Doctor Owen C. Coy director of the association and transacted other business for the association.

A resolution requesting the Governor to release State Librarian Milton J. Ferguson to perform surveys for the Carnegie Corporation in South Africa for a period not to exceed one year was unanimously passed.

The annual conference of the board with the state teachers' college presidents was held and matters of admission requirements, curricula, and graduation requirements were discussed and recommendations reported to the board. These recommendations will appear in a complete revision of Bulletin 14, in accordance with the board's order.

The petitions of San Jose State Teachers College to be approved for the granting of the A. B. degree with a major in commercial education and a major in speech arts were granted.

The petition from the Fresno State Teachers College for permission to grant the A. B. degree with a major in commercial education was granted.

The petition of the Whittier College, to be added to the accredited list of institutions for the training of teachers, was granted subject to the requirements that this college meet all the standards set for the state teachers' colleges.

Action on the petition of the California School of Arts and Crafts was postponed until the April meeting.

A report of the commission of credentials made by Mrs. Clement was received and adopted as a policy, subject to minor revision at the April meeting.

A resolution thanking Miss Ellen Browning Scripps for donating 486 sets of "The Birds of California" to secondary and college institutions of California was unanimously adopted.

A resolution calling a music conference to be held at Fresno beginning April 2 was approved and Miss Helen Heffernan was directed to take charge of the program.

Sitting as the retirement salary board, the following persons were granted retirement salaries:

Five Hundred Dollars Per Annum—Clara B. Bailey, San Francisco; Hortense Brignardello, San Francisco; Mrs. Katherine J. Cassidy, San Francisco; Hannah Belle Crocker, San Francisco; Mary E. Crowley, San Francisco; Mary W. Eastman, San Francisco; Janette Ephraim, San Francisco; Rebecca Fox, Oakland; Margaret Gaud, Los Angeles; Lewis W. Harvey, Redlands; William M. Hyman, Woodland; Frances R. Lewis, San Francisco; Julia G. Maher, San Francisco; Isabel Millhone, Hayward; Marion G. Parker, San Francisco; Franklin Eugene Perhan, Palo Alto; Teresa F. Spencer, San Francisco; Martha A. Watson, San Francisco; Mrs. May Regina Fleming Welton, San Francisco.

Under Section 9 of the Law—Mrs. Beatrice C. Chaney, Los Angeles; Marietta Eliza Diggles, Colma; Ivy Ethel Eldredge, Chico; Helen M. Hogan, San Francisco; Russell W. Ready, Santa Cruz; Mrs. Adda Light Shott, Hemet; Alice Maude Waterbury, Larkspur.

The board adjourned to meet in the city of Long Beach, Cal., April 4–5, 1928.

Respectfully submitted,

WILLIAM JOHN COOPER, *Secretary.*

THE Harris Manufacturing Company has placed an order for ten thousand set screws of a special design with the Stockton High School machine shop. The Company has had some difficulty in getting the specially designed screws that it desires, and in placing the order with the local school feels that it is very fortunate in having this service and opportunity to serve available. J. H. Harrison, in charge of the school machine shop, is delighted to have the order. He says the job will keep the thirty-eight boys of the two machine shop classes busy for the school year.

AT A MEETING of the Board of Education recently, Joseph M. Gwinn, Superintendent of Schools, announced that Miriam D. Eisner had been elected Western member of the executive committee, department of classroom teachers, of the National Education Association. Leave of absence was given Miss Eisner to attend a meeting of this executive committee in February in Boston.

SIX NEW SCHOOLS are to be begun in Oakland this spring. Fred Hunter is Superintendent of Schools.

ADVERTISEMENT

BIDS WANTED FOR TEXTBOOK MATERIAL IN WRITING

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California textbook material, as follows:

Writing material for the first, second, third, fourth, fifth, and sixth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before February 15, 1928, at 5 o'clock p. m.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook material in Writing," may be submitted on or before the hour of 5 o'clock p. m. of April 3, 1928.

Alternative bids for supplying completed books, as specified above, f. o. b. Sacramento, in carload lots, will also be received.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, Cal.
WILLIAM JOHN COOPER, Secretary.

WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.]

W. J. Savage, Superintendent of Schools of Colma and Daly City, recently received a letter from Mayor "Bill" Thompson of Chicago thanking him for a copy of the history of which he is the author, "Forward Looking Lessons in United States History." The Mayor stated that he "had read the book with interest." The Harr Wagner Publishing Company publishes this history, which has wide use in seventh and eighth grades.

L. E. Chenoweth, Superintendent of Kern County schools, issues an official bulletin for teachers and trustees of his county. This bulletin offers news and helps for teachers. His lead in a recent issue follows:

SAVING FROM THE JUNK PILE

Do you know that millions have been made by saving from the junk pile? In the school business we have two kinds of material in the junk pile. First, the human material. By preventing retardation of pupils, by having fewer failures in each grade and nonpromotions, we will save much money and many years of time in the lives of our future citizens. Second, the school material. How about those desks that have been pulled up and discarded? By removing the old finish, resurfacing, and refinishing the wood, a clean, sanitary, and practically new desk is had for a fraction of the original cost.

Is the attic or basement or storeroom of your school filled with old desks? How about clocks? What was done with the windmill when the new water pressure was put in? Have you material on hand of no use to you, but of value to some other school—material which cost a good round sum and could be partially salvaged? Money tied up in excess supplies is of no value to your district. Get the money out and use it for some other purpose.

To start the ball rolling and help save from the junk pile of material, Francis J. Connolly, Route 2, Delano, Cal., clerk of the Jasmine School District, has three No. 1, two No. 2, and five No. 6 desks which are in rather good condition, which may be had from him at $5.50 each.

What district needs a first-class steel windmill? We know a clerk who will sell you one at a surprisingly low price.

A grammar school building built in 1857 in Red Bluff, Tehama County, burned to the ground recently. All records were destroyed with the building.

Miss Lotta H. Harris, Kern County supervisor of music, has resigned from her position. She will be married in the near future. Mrs. Helen E. Stephenson, music supervisor of Sutter County, has accepted the position made vacant by Miss Harris's resignation.

A twelve-room grammar school is soon to be erected in Hayward, Cal., at a cost of $72,000.

R. R. Simon, principal of the grammar school at Denair, Stanislaus County, has appointed Mrs. Shirley Foster Willis of Sausalito music supervisor of the Denair School.

The recent bulletin, "San Diego City Schools, Organization Supplement," explains in detail the management of the San Diego schools. Willard E. Givens is Superintendent; Will Angier is secretary and business manager; Edwin B. Tilton is assistant superintendent, and Charles R. Tupper is director of curriculum and research.

An announcement to teachers will be sent to any teacher requesting it of T. Gilbert Pearson, National Association of Audubon Societies, 1974 Broadway, New York City. Leaflets, together with material and suggestions for the forming of Audubon clubs, are included. Thousands of school children all over the country belong to and enjoy the Audubon societies. The material is helpful, instructive, and interesting.

W. H. Weslar, principal of the high school, Crockett, Cal., has an interesting article concerning the new building in a December issue of the Crockett newspaper, the *Signal*.

The grammar school in Palm Springs, Cal., now has an enrollment of 160 children and a fifth teacher was recently employed. The forty-two Mexican children attending the school have a separate room for their work.

The new 52-room high school on a twenty-acre campus in Pittsburg, Cal., is soon to be occupied. The building is being erected at a cost of $225,000. Fred S. Ramsdell is principal of the high school and superintendent of the Pittsburg system.

Paul G. Ward, Superintendent of Schools of Hemet, is the author of an article, "Growth of Hemet's High School," which appeared in the Hemet *News* recently. The growth and progress of the school, as well as its high standing, is explained.

An addition to the Union High School, Dunsmuir, Cal., is to be built in the near future at a cost of $30,000.

The new high school at El Segundo was dedicated recently. The building is on a sixteen-acre site. The auditorium has a seating capacity of one thousand.

The new school building recently completed in the Suisun District near Mankas Corner was dedicated recently with appropriate exercises. C. L. Campbell, president of the trustees, presided and introduced Dan H. White, Superintendent of Schools, who gave those present figures relative to the cost of the building, which was approximately $8000.

An annex is to be added to the Lottie Grunsky School, Stockton, where Ansel S. Williams is Superintendent. Another step forward in the Stockton schools is the acquiring of the Stockton High School practice farm by the school board.

Superintendents of schools of six counties recently gathered in Santa Rosa to discuss the purchasing of standard supplies for rural schools and the standardizing of the course of study. Under a new plan that will be put into effect, the superintendents will make the purchases for all schools, so that all supplies will be standardized and so that the best possible price can be obtained by purchasing in large amounts. Those who attended at the invitation of O. F. Staton, Superintendent of Sonoma County schools, are James Davidson of Marin, Miss Minerva Ferguson of Lake, Miss Eva Holmes of Napa, Don White of Solano, and Fred Patton of Mendocino.

A new elementary grammer school is to be erected in San Anselmo at a cost of $53,000, according to recent favorable vote of residents.

The new term for school children in Hemet, Cal., means a new school building also. An elementary school building on a ten-acre site has just been completed. Paul G. Ward is District Superintendent.

The Board of Trustees of the Gridley, Cal., High School District has accepted revised plans and specifications for a new $150,000 high school.

A unit costing $4300 is to be added to the Lomita Park School, San Mateo County. There is an attendance of 196 children.

The Earlimart Grammar School is to have a two-room addition erected at a cost of $9018. The work is to be completed within fifty days. There are four hundred children now in attendance and six busses are necessary to convey the children to and from school.

Miss Mary E. Morgan has been elected president of the City Teachers Association, Santa Cruz.

California Polytechnic's new $50,000 gymnasium and assembly hall was launched last month when Doctor B. R. Crandall, president of the school, turned the first spade of earth for the excavations. The ceremony was held under the direction of Miss Margaret Chase, oldest teacher in service on the faculty, and was a feature of the Home-Coming Week of the state technical school and junior college, which is in San Luis Obispo.

Juniors Own Composition Book

Sterling A. Leonard, Associate Professor of English in charge of Courses in the Teaching of English, the Wisconsin High School, and the University of Wisconsin; and Effie B. McFadden, San Francisco State Teachers College.

The new book makes an instant appeal. *Juniors Own Composition Book,* addressed to the pupil himself, is delightfully and naturally written, and developed in such sane and attractive way that few pupils could resist its "pull."

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

The American Library in Paris

PRIOR to attending the meeting of the British Library Association at Edinburgh during October, 1927, Milton J. Ferguson, librarian, California State Library, visited the American Library in Paris. He was impressed by the preparations made by the American Library to welcome the Legionnaires whose meeting place for 1927 was Paris. The stables of the palatial residence that houses the library had been transformed into reception and reading-rooms for the former soldiers. There was a subtle bit of grim humor in assuming that the men would feel at home in stables, reminding them of other stables that served as a shelter for them and the mules when they were helping to "make the world safe for democracy." Home papers, magazines, and a warm welcome made the place most attractive to the men.

The American Library in Paris is the only one in Europe where American books, newspapers, and magazines may be found. The library had its origin during the war when books were sent to the trenches, hospitals, and all distributing centers for the American Expeditionary Forces. Burton E. Stevenson was appointed director of the library in 1918. He chose the home of the representative of the papal nuncio, who gave up a palatial residence at the time the church and state separated in France. From the upper windows of the library there is a delightful view of the gardens of the President of France.

In spite of the Paris war-time rulings that no lights be seen after dark, the interior of the library was brilliant with candelabra and crackling fires, where all service men could relax and smoke in comfortable chairs.

At the time of the Armistice, when there was great need of practical help for the men of the army and navy, the library included books on all lines of trade and professions.

After the forces had returned to America there were enough English-speaking people desiring the library to continue to warrant keeping it open. The American Library Association, which was in charge during the war, gave over to the English-speaking people of Paris a collection of twenty-five thousand volumes and a gift of $25,000 to begin its maintenance as a memorial to the American soldiers for whom it had been established. With this transfer the character of the library began to change.

In a recent report, Mr. Stevenson, director of the library, wrote: "The principal object of the American Library in Paris is to become the recognized center of information about America for Europeans; to promote among students, journalists, and men of letters in Europe a closer acquaintance with American literature, institutions, and thought, and to supplement by its collections the meager supply of American books available to European readers. It is this function which its founders had principally in mind when they labored to convert it from a war library organized to serve the men of the American army to a permanent institution organized to serve the students of Europe."

It is obviously impossible for the American Library in Paris to be supported, as libraries usually are, by a tax upon the community. The library is self-supporting so far as its circulation work is concerned. The endowment fund of $25,000 from the American Library Association, the Laura Spelman Rockefeller Memorial grant, various donations, and the greatly increased number of members and subscribers have enabled the library at the present time to pay all expenditures from its own resources without asking support from any outside source.

One of the recent causes of the growth of the library is the coöperation of the American publishers whereby their newest and most important books come automatically to the shelves of the library. Over one hundred of the leading publishers of America forward copies of their latest books to the American Library in Paris for exhibition. The publishers are very generous. One has contributed ninety-five volumes and another ninety-one volumes during the year. Many visitors come regularly to look through the new books. The books are exhibited in their jackets in a special room set aside for them. Catalogues, lists, and expert information about American publications can be obtained there. As newer books replace the older ones, the latter are withdrawn from the exhibition and placed upon the shelves of the library for the use of its readers.

By arrangement with the Paris edition of the Chicago *Tribune,* the library furnishes each week two columns of book reviews. Other European papers, magazines, and bulletins give publicity to its reviews and booklists. English publishers send copies of their latest books for review, and in this way practically all new English publications of importance are secured, leaving the funds of the library free to be devoted to building up the reference collection and the magazine files.

The library has accumulated a large number of surplus books. When the Army of Occupation moved out of the Coblenz area in 1922, a large number of books were sent back to the library at Paris. These were mainly duplicates of the titles which had been supplied by the American Library Association for the army educational program — books dealing with American and European history, with economics, agriculture, engineering, and other subjects. Special shelving was built in what was formerly a stable, the books were arranged and listed, and the list was printed. This list, comprising some three thousand titles, with as many as fifty duplicates of some of them, is now in the hands of librarians and teachers all over central Europe and the Near East. These books are to be distributed to the educational institutions of the smaller European countries where

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English is a required study, and an effort is being made to teach these subjects.

As there is no place in France where a student of American law can find a satisfactory collection of books on the subject, the library has adopted as one of its latest projects the establishment of a department of American law. The library trustees agreed to provide suitable quarters for a collection of from five to six thousand volumes, provided sufficient funds were secured to guarantee the cost of the new department over a period of five years in order to test its usefulness.

The library made an effort last year to assist teachers of American literature in French universities and lycées by lending them small collections of books of special value to the proper study of the courses they are giving. According to Mr. Stevenson there is no reason why the same sort of service should not be extended to teachers of history, economics, sociology, or any other subject which deals with American life and thought.

The library's book collection is available to every teacher, student, and scholar in France through an arrangement made with the Bibliotheque Nationale, whereby requests for books from any librarian in France can be filled without cost to either borrower or lender. A systematic survey will be made of the courses of study offered in French universities and lycées and the teacher of every course which relates in any way to the United States will be offered the coöperation of the library. This is the first step toward the organization of the international service for the whole of Europe.

Mr. Stevenson declares that if the library is to function efficiently, a branch should be opened in every capital—not a large branch, but a sort of relay station—through which the needs of the students and scholars of each country may be promptly met. While this service is of extreme value to its users, it is, in far greater degree, a service to the United States in correcting misconceptions, in preventing misunderstandings, and in promoting a better knowledge of America and Americans.

Paris Library School

A résumé of a comprehensive article on the Paris Library School in the *Bulletin* of the American Library Association for December, 1927, may not be amiss in this issue of the Western Journal of Education.

The American Committee for Devastated France originated the school. In helping to reconstruct villages in the Aisne, the committee organized five public libraries similar to ones in America. Before transferring these libraries to the French municipalities, it was necessary to train librarians to carry on the work. During the summer of 1923 a six weeks' course was given under the auspices of the American Library Association.

European students and librarians showed so much interest that the committee decided to establish a library school and asked the American Library Association to manage it and take charge of a gift of funds sufficient to maintain it for two years.

At first it was organized as a French school with a few students from other countries. At the end of the two-year period a gift from John D. Rockefeller, Jr., encouraged the association to continue to direct the school for a further period of three years as an international library school.

From the beginning the school has been administered by the director, Miss Sarah C. N. Bogle, assistant secretary of the American Library Association and secretary of the Board of Education for Librarianship. Miss Mary P. Parsons is resident director and Ernest Coyecque is French consulting director.

It is a one-year graduate library school. Its alumni association numbers 106 active and twenty-eight honorary members. They hold positions of responsibility in many countries. Among those enumerated were France, United States, Poland, Switzerland, Turkey, Norway, Italy, Denmark, Czechoslovakia, and Roumania.

The school is receiving, in increasing numbers, applications for training from official representatives of libraries and governments in Europe. All indications point to the fact that the school should continue and develop along whatever lines future needs require.

Notes

The California School Library Association held a joint session of the Northern and Southern Sections on November 12 at Fresno. William John Cooper, State Superintendent of Public Instruction, was the principal speaker.

The Northern Section of the California School Library Association met with the Library Section of the California Teachers' Association at luncheon at the Elks Club, Oakland, December 20. Doctor Frank W. Thomas, president of Fresno State Teachers College, gave an interesting address on "The School Librarian as an Educator." About seventy school librarians and guests were in attendance.

The California county librarians held an informal meeting on December 15 in Sacramento and discussed matters of professional interest. Mrs. Frances B. Linn, president of the California Library Association, announced that the association would hold its annual meeting for 1928 on April 3 to 5, inclusive, at Riverside, and that the county librarians would meet on April 2, in addition to meeting with the C. L. A.

The San Luis Obispo County Library is serving every rural school in that county, according to an announcement made recently by Robert L. Bird, County School Superintendent.

This year the Sutter County Free Library is serving all the schools of the county, as all the high, as well as elementary schools, have joined the library.

Recent visits have been made by the county library organizer to San Joaquin, Tuolumne, Alameda, Marin, and San Mateo county libraries. An interesting trip was made with Mrs. Elizabeth S. Madison, director of school libraries, Oakland, to Prescott Junior High School, Lafayette Elementary School, and the Lincoln School. Under the supervision of Mrs. Madison, the library room in each school building has been made very attractive.

A Trip to Alaska

"Aloft on sky on mountain walls are God's great pictures hung." The power to see them is not given to everyone. With rare insight into nature's beauty and moods, Miss Cornelia D. Provines, county librarian of Sacramento County, has revealed the external beauty and the spirit of Alaska in the following unusual description of this northern land:

Following the meetiug at Gearhart, Ore., Miss Bessie Silverthorn and Miss C. D. Provines decided that since they would probably never again be as near to Alaska as they were then, they would take the opportunity to make the trip from Vancouver, B. C., to Skagway, Alaska, via the Inside Passage.

In the five days intervening between the close of the meeting and the sailing of S. S. *Prince George* from Vancouver, they saw as much as possible of the Pacific Northwest cities and county. Miss Eleanor Hitt, county librarian of San Diego, remained with them until "Atoha" sounded from the deck of the *Prince George*,

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Dr. G. Stanley Hall, the Educator, said: "I am glad to make an exception to my rule to commend no school material, in favor of The Perry Pictures. I have been greatly interested in them from the first, and regard them as a very important addition to our school equipment. They should be in every school, not only in the larger cities, but in the smallest country districts."

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Adams: **Typewriting Units** (a one-year typing text with an incomparable English content and carefully graded speed and accuracy drills).

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and the boat slipped away from the pier on her outward journey.

A glimpse of the floral parade of Portland's Rose Carnival was followed by a wild scramble by taxi through densely blocked streets for the Union Depot, en route to Tacoma. From Tacoma to Seattle, they enjoyed the lovely trip on Puget Sound. From Seattle to Victoria they sailed on the *Princess Kathleen.* It was a beautiful day—blue sky, blue water—with the fairy, floating loveliness of white peaks and blue ranges seeming to belong rather to heaven than to earth.

The two librarians spent a quiet Sunday in quaint old Victoria, with a long and lovely drive, then went on to Vancouver, again on the *Princess Kathleen.* There was time for some lovely drives about Vancouver before the sailing time, 8 o'clock on June 20, the beginning of the real adventure.

Space does not permit a description of the trip, with its kaleidoscopic changes of blue water, jagged, snowcapped peaks, innumerable waterfalls, dark pine forests, and mighty glaciers. Never out of sight of land, in places the dark shores seemed to dispute passage to the valiant little ship, which, as if by a miracle, chooses her way among the labyrinthine arms of the sea, the maze of mountains, islands, and submerged rocks. And in her wake the silent peaks close in again, grim, stern, and indifferent, her passing no more than the touch of a gull's breast upon the water . . . A lonely land and a lonely sea; an iron land, harsh, unyielding, and relentless; uncharted seas, untrodden ranges, unnamed peaks; a land of rock and snow and glacier, that has not yet felt the curb of man. Flaming red and orange sunsets, against which the jagged peaks stand out like the thrones of giants, merge into the clear half-light which brightens imperceptibly into the dawn; for this was the season of the long day, making possible the trip to the great glacier of Taku Arm at Juneau, between the hours of 10 o'clock in the evening and midnight.

Arriving at Skagway at 9 o'clock in the morning, the first thing to do was to secure a night's resting place at the Pullen House, that historic old hostelry about which the gold rush of '98 swirled and beat as a whirlpool against a central rock, and which still bears the mark and carries the atmosphere of that turbulent time.

Then at 10:30 the travelers boarded the combination mail, freight, and passenger train for Lake Bennett, the end of this particular journey. There was a brief run across the floor of the canyon in the mouth of which Skagway lies, and then there was the long, slow, breath-taking climb, up and up and up, along the narrow canyon walls, clinging like a caterpillar to the narrow ledge, while below the sheer rock fell away to the canyon floor and to the brawling stream that marked it. Short, stunted, twisted pines and juniper, sturdy at the base, deep-rooted, showing the ceaseless struggle with snow and wind—for Skagua means "The Place of the Winds," and this wild canyon makes good its name. Waterfalls, mountain high, having their source in the melting snows of the peak, and falling in sheets of spray and rushing downward to swell the foaming torrent on its journey to the sea. For this is the time of the melting of the snows, and the land is filled with the sound of falling waters until at last the track almost parallels the tops of the ridges, where the cataracts have their source, and the thunder of their momentum dies in the depth of the gorge.

And here and there through the canyon, opposite the rock wall along which climbs that creeping caterpillar, runs the old Trail of '98. Sometimes for a considerable distance, sometimes in broken snatches, it appears and disappears, narrow, tortuous, starkly hazardous, scarcely wide enough for a man alone. The trail winds in and out and up and over boulder and crag and raging river. It crawls up and over the terrible Dead Horse Pass, like a caterpillar, slowly feeling every inch of the way. The traveler is next out upon that breath-stopping trestle that hangs suspended between earth and sky. Then the eye drops to that tiny thread, clinging like a spider's web to the sheer wall of the canyon, and the brain strives vainly to realize that along that faint brown line the surging thousands poured into the new goldfields. But there does come, together with the indrawn breath and rush of stinging, unshed tears, the realization of the might of man and the indomitability of his will, and the assurance that even this land of iron must yield to his dominion, when once he is ready to extend it.

Lake Bennett, once the scene of a mighty activity as the beginning of the waterway into the Yukon, is now but a handful of ruined buildings, the lonely church upon the hill lifting a skeleton arm to the sky as a sign that even in his mad stampede for gold, man did not entirely forget his source . . . perhaps at this end of that awful trail he had need to remember! The rotting wharves lie more than half submerged in water, and only the unlovely railway buildings show signs of present habitation. And

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standing beside the softly lapping waters of the lake, the gaze is drawn across and up, to the grim, harsh, jagged outlines of the Kotush Range, within whose pitiless hand lies the terrible Chilkoot Pass, the grave of many a high hope and brave heart in the days of the gold rush.

And so back to Skagway and the Pullen House, to one more day of vivifying sunlight, clear cool air, blue water, blue sky, dazzling snowpeaks and jade jewels of far-flung glaciers; to a little town of friendly people, living a life within themselves—awake, alive, intelligent, and gracious—keeping their contact with the outer world, despite distance and isolation, but with time and courtesy for being hospitable to the stranger within their gates.

Then again the *Prince George* and the return journey, and the wild race to retrieve the eight hours lost while waiting at Prince Rupert for the snow-blocked train from Jasper—the reaching of Vancouver with only one-half hour lost and the day of shopping, sightseeing, and last-minute commissions before taking the train for Portland. There were glimpses only, here and there, of the proud peaks of the Northwest, hidden like harem beauties in their veils of cloud. Then again the high, clear skies of California in their burning blue; the glorious, triumphant beauty of Shasta's unveiled crest; wide fields of gold, and brown far hills; a little river that grows wider, deeper, more stately and slow; and so, at last—home.

CALIFORNIA THE WONDERLAND

By A. E. Winship

California is a land of wonders with its range of climate as great as that from balmy Florida to rugged New England, with higher mountains and deeper valleys, richer mines and bursting wells of oil and gas, boundless orchards and vineyards, almost fathomless soil and matchless climate, but the wonder is not in what Nature's lavish hands have done from the Sierras to the sea, but in what human nature has done everywhere for everybody. Luther Burbank's creation of flowers and fruits, making the cactus spineless and the daisy seedless is less wonderful than what the everyday man and woman have done socially and civically, industrially and commercially. Our interest professionally and personally is with the wonderful educational achievements. What Luther Burbank did for nature the schools and colleges are doing for human nature.

California has the largest university in the world, the most famous physicist of today, and her schoolboys win all the prizes in the field and track meets as well as two-thirds of the oratorical contests of America. There are almost as many cities that lead the world in some phase of educational functioning as there are in all the rest of the country. While that is a bit superlative it is true that there is no city in California that is not leading all America in some phase of educational progress. Doctor J. M. Gwinn in San Francisco leads the world in scientific development of professional administrative equipment, in the conquest of school building situation in a city of ragged hills and precipitous slopes.

Mrs. Susan M. Dorsey has developed more marvelous ways and means of meeting social and racial problems in a city that adds a big city population to a youthful city every year than has ever been dreamed of elsewhere.

Doctor Fred M. Hunter of Oakland has taken a humble suburban community and made a metropolis of it educationally and civically. Doctor H. B. Wilson of Berkeley has made public school system an academic demonstration. W. L. Stephens has made the schools of thrifty-thrilling Long Beach keep ahead of the procession when the elite of the classic East and the oil kings of everywhere rushed in, the one class to enjoy the famous schools and the others to pay taxes to make schools more famous. Charles C. Hughes of Sacramento has no companion piece when it comes to the creation of a scheme to give every child the most that he needs when he most needs it. There could be no limit to our space if we let our pen loose. San Diego and San Jose, Pasadena and Pomona, Santa Barbara and Santa Ana, Alameda and Vallejo, Riverside and Redlands, Fresno and Stockton, Santa Monica and San Bernardino, Glen-

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dale and Bakersfield, Calexico and El Centro, Santa Rosa and Santa Cruz—there would be no stopping place if we let memory loose on counties and cities that we have enjoyed in their evolution.

The temptation to call attention to the personalities that have given California its personality is great. Think of Bret Harte and Mark Twain, John Muir and Thomas Starr King, Stanford and Hopkins, Fremont and Sutter, John Bidwell and David Lubin. There is a legitimate excuse for our exuberance over California because we have probably known it more intimately for more than half a century than has any one now in active life who has never lived on the Pacific Coast. I crossed the continent six years after the first train went over there, ten years after the first sleeping car touched the rails, and before a dining-car was dreamed of. Of those whom I came to know in California in 1875 only one is now alive, and no other of the seventy-two members of that editorial party is on this side of the Great Divide. That which makes California the most remarkable Wonderland is the fact that, in over seventy trips, the last has always been the most wonderful.—*Journal of Education.*

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ABOUT BOOKS

CALIFORNIA, An Intimate History, by Gertrude Atherton: This is a revised and enlarged edition of the book which was originally published in 1914. It is a colorful volume concerning a colorful state. Main historical events have been placed in chronological order, causes and effects given in rather terse, dramatic style, and anecdotes, which make these same events live, are related and given a lifelike and interesting touch that the ordinary history has not. Californians will respond to this account, and those outside of the state will find a history which gives an insight into the Golden State that is truly "intimate." This author's life and study have given her an exceptional opportunity to present such a volume to the public. The book is illustrated with photographs. (Boni & Liveright, 61 West Forty-eighth Street, New York.)

GEOGRAPHY—EUROPE AND ASIA, by Harlan H. Barrows and Edith Putnam Parker: The book is one of a series, the volumes preceding it being: "Journeys in Distant Lands" and "United States and Canada." A fourth book will be added in 1928, "Latin America, Africa, Australia, and a World View." These books are concrete and colorful. They provide for self-checking and there is no repetition of material. Interesting style and excellent illustrations add to the value of the books, which are already being used widely in the schools of the United States. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)

WILDERNESS ADVENTURES, by William Lyman Underwood, with illustrations and photographs by the author: Here is an upper elementary grade reader full of information, adventure, and out-of-door material. Dwellers of both land and sea, fish, bird, animal stories, all true, are contained in this interesting volume. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

THE STORY OF BREAD, by Elizabeth Watson; "The Story of Milk," by Elizabeth Watson; "The Story of Transportation," by Jeanette Eaton, and "The Story of the Telephone," by Susan Meriwether, comprise a series of city and country life material that searches into the past and brings the stories of these necessary modern things up to date. The books give romance to the everyday surroundings which many of us take for granted. The material may be used as supplementary reading, and in correlation with history and civics, for third and fourth-grade pupils. (Harper & Bros., 49 East Thirty-third Street, New York.)

READ AND DO, by Maud C. Stubbins; illustrated by Genevieve M. Watts: Here is a small book of valuable material for primary grades. The volume provides lessons in silent reading. The child reads the simple directions for cutting and coloring and then performs the activity suggested. A simple vocabulary is used, outline drawings given, and the pages are perforated so that they may be torn out and a new book may be made when pictures are completed. (Hall & McCreary Company, 430 South Wabash Avenue, Chicago, Ill. Three or more copies, 18 cents each, postpaid.)

AFTER THE RAIN, Cleanliness Customs of Children in Many Lands, by Grace T. Hallock: Such fun it is to be clean, according to the children of many nationalities who are included in this delightful book. Now school children have the opportunity to learn how all the world washes. Colored illustrations precede each lesson, which is in story form, for fourth, fifth, and sixth grades. (Cleanliness Institute, 45 East Seventeenth Street, New York. Free distribution to teachers who write while copies in stock.)

THE UNCLE WIGGILY BOOK, by Howard R. Garis: Uncle Wiggily is a "Rabbit Gentleman" who lives in Wood Land. He has many friends and many exciting adventures. These adventures are told in charming style for children, and at the same time the material has been so prepared that words, silent reading tests, dramaties, and other pedagogical values have been given thoughtful consideration. The book is suitable for second and third-grade reading classes. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

THE BROTHER BEARS and Other Stories, by Anna Williams Arnett: Children, Indians,

animals, birds — jolly little folk of many types romp through this school reader, which will carry a thrill of happiness and clean adventure to the upper first and second-grade child. Illustrations full of fun and action were drawn by Ludwig and Regina. (Beckley–Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price 70 cents.)

Shug the Pup, The Story of a Real Dog, by Feza M. Reynolds: Shug makes many friends and has interesting adventures in this second-grade reader, which is really a story book of children's fun. (Beckley–Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price 70 cents.)

Animal Pets From Near and Far, A Book of True Stories, by Anna Bogenholm Sloane: Squirrels, lambs, cats, dogs, mice, birds, fish, elephants, and many other types of pets are told of in simple, factual style in the small book. Every child wants a pet; many children have pets. Here they learn how to care for them and to know more of their natural tendencies. (Beckley–Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price 70 cents.)

Practice Leaves in English Fundamentals, For Rapid Drills and Tests, by Conrad T. Logan, Elizabeth P. Cleveland, and Margaret V. Hoffman: These leaves, with their practical exercises, force the rules of English into practice. (D. C. Heath & Co., 239 West Thirty-ninth Street, New York.)

Rural School Administration and Supervision, by Julius Boraas and George A. Selke: Here the science and the technique of education is handled from a modern and social point of view. Good material for teachers, supervisors, and superintendents. (D. C. Heath & Co., 239 West Thirty-ninth Street, New York City.)

Peter's Wonderful Adventure, by Marguerite Murphy, illustrated by Samuel B. Wylie: Seven keys are given to Peter. These colors match the seven doors of fairyland—the rainbow colors, violet, indigo, blue, green, yellow, orange, and red. With this color interest as a basis, an interesting story unfolds. The book is suitable for school and library reading for children in the middle elementary grades. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 76 cents.)

Saplings: Verse, short stories, and essays selected from manuscripts written by high school students in competition for the Witter Bynner Scholastic Poetry Prize and the student-written numbers of the "Scholastic," a national high school magazine, compose this volume. It is astonishing to read what original and beautiful work students in American schools are doing. The words, "An antidote for pessimism about the American school," apply truly in this case. Witter Bynner writes a couple of paragraphs of praise and comment upon the work that show he is most optimistic regarding the future of American literature. (Scholastic Publishing Company, Pittsburgh, Pa.)

We and the world, by William C. Redfield, Secretary of Commerce, 1913–1919: In this geographical reader the interdependence of countries is shown in the stories of various products and places. Children know of products in daily use—in this book they learn where these products came from and interesting facts concerning their various environments. (Silver, Burdett & Co., 39 Division Street, Newark, N. J. Price 84 cents.)

Secondary Education in Country and Village, by Emery N. Ferriss: Presents from both psychological and sociological viewpoints the guiding principles of secondary education in a democracy. Has special values for small communities. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

Economic and Social History of the United States, by Isaac Lippincott and H. R. Tucker: Stresses social and economic development of the nation. Intended for economic and industrial high school history classes. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

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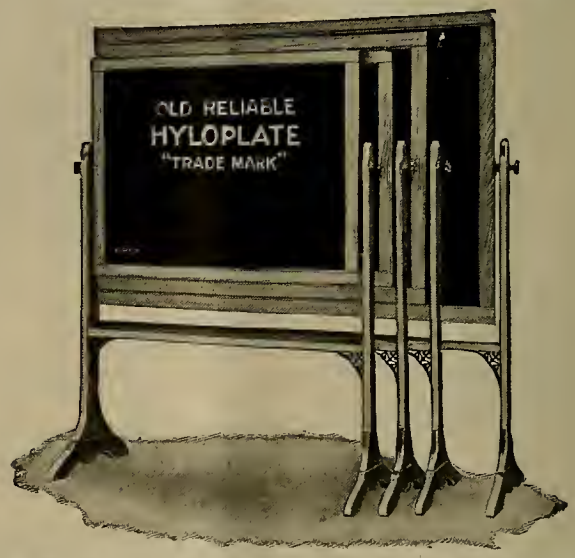

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ACTIVITIES FOR ARBOR DAY PROGRAMS

Prepared by CLELIA PARONI, *Supervisor of Nature Study, Berkeley Public Schools*

1. *Forming of Nature Clubs*—This is a most propitious time to form various nature clubs such as junior Audubon clubs, kindness to animals clubs, garden clubs, junior park clubs, tree clubs, conservation clubs, and nature clubs.

2. *Planting Activities*—

(a) Start a garden (vegetables or cultivated flowers or wild flowers).

(b) Plant seeds or seedling plants of cosmos or sunflowers near bird houses, feeding shelves, or bird baths later to attract seed-eating birds.

(c) Plant Cotoneaster or toyon berry shrubs to attract winter-visiting birds such as robins, thrushes, cedar waxwings.

(d) Plant wild cherry, wild plum, or mulberry tree to attract all birds.

3. *Setting Out Bird Houses, Feeding Shelves, and Fountains*—Directions for making bird houses can be found in a National Audubon Association pamphlet entitled "Attracting Birds About the Home," Bulletin No. 1, May, 1915, published by the National Audubon Association, 1974 Broadway, New York.

4. *Nature Games*, including riddles and guessing games, connected with indoor and outdoor activities in identifying trees, birds, weeds, wild flowers, locations of bird nests, etc. See E. Laurence Palmer's "Nature Games," by Comstock Publishing Company, Ithaca, New York. See William Gould Vinal's "Nature Games," by Comstock Publishing Company, Ithaca, New York.

5. *Songs, Dances, and Dramatizations*, based on the nature work, music, and physical education of the term.

SUGGESTIVE PROGRAMS FOR ELEMENTARY GRADES FOR ARBOR DAY, MARCH 7, 1928

For First and Second Grades

1. Short talks and discussions on the significance of Arbor Day, led by the teacher.
2. Life of Luther Burbank, especially his boyhood, told by the teacher with discussion by the class.
3. Reading of Luther Burbank's message by the teacher.
4. General talk and discussion on trees and birds, their uses, etc.
5. Art lesson on trees and birds.
6. Planting of seeds or seedling tree out of doors.
7. Recitation of appropriate poem for planting exercise.

High Second and Low Third Grades—Plans for Burbank Day

1. Part of the day for garden work.
2. Language—
   Story of Luther Burbank.
   How to get to Santa Rosa, his home.
   Why do people come from all parts of the world to visit Luther Burbank's garden?
3. Collect pictures from catalogues of the kinds of vegetables, flowers, or fruits improved by Burbank.
4. Copy the poem on "Trees" by Joyce Kilmer to read and to take home.
5. Children make a survey of the neighborhood during the previous week to find trees and flowers in bloom. Report at school on findings and record on nature chart or map.
6. Children take an excursion on afternoon of Burbank Day to see the trees previously located.

For Third and Fourth Grades

1. Arbor Day song.
2. Recitation by a pupil of poem on "Trees" by Joyce Kilmer.
3. Dramatization by six children on "Choosing a Tree."
4. Informal discussion on trees and their uses, with collection of branches from trees discussed.
5. Reading of Luther Burbank's message to the children by one of the pupils.
6. Song, "Arbor Day."

Whole School Program for Arbor Day

1. Songs.
2. Poems.
3. Recitations (from Life of Luther Burbank and stories about conservation of trees and wild flowers).
4. Planting of trees and plants donated by Mothers' Club, by various children of the school and the principal.
5. Song.

References for Above Material

Slusser, Williams, and Beeson's "Stories of Luther Burbank and His Plant School."

R. H. Schauffler's "Arbor Day," Moffatt, Yard & Co.

Western Journal of Education, February numbers of 1924, 1925, 1926, 1927.

Ada Kyle Lynch's "Luther Burbank, Plant Lover and Citizen."

H. Fairbank's "Conservation Reader."

Arbor Day

By MARY I. O'CONNOR, *Teacher Low Second, Washington School, Berkeley, Cal.*

Many of the day's activities will center around Arbor Day interests.

Spelling—Words for the week: Arbor Day, tree, plant, spring, birds, wild flowers.

Physical Education—Game, "Squirrel in the Hollow Tree."

Language (written)—Copy short story about Arbor Day in nature book.

Art—Draw trees.

Reading—Reading for information: "Learn To Study Readers," Book I; Arbor Day, pages 83 to 90.

Planting—Nasturtiums and sweet pea seeds in box.

Program—1 to 1:15 p. m.

1. Announcer: What Arbor Day means.
2. Why Arbor Day comes on March 7. (Short sketch of Luther Burbank's Life, also his picture if possible.)
3. How we should care for wild flowers. (Four or five sentences; also name wild flowers on display.)
4. Class song, "Awake, Said the Sunshine."

5. Naming specimen branches of trees, on display. (One interesting sentence about each branch.)

6. How trees are useful: (a) For beauty; (b) for lumber for various purposes; (c) give fruits and nuts, honey sap; (d) home of birds, squirrels, animals; (e) roots hold rain in the ground.

7. How people should care for trees: 1. Prevent forest fires.

8. Recitation, "Why They Plant Trees."

9. Original playlet (8 or 10 minutes). ("Happy Trees, Again"; twelve or fourteen characters.)

10. Tree song, class.

Arbor Day Project

By MRS. WEILER, *Primary Grade Teacher, Washington School*

INCENTIVE—The high first grade of Washington School, wishing to do something special for the week, decided to learn about trees. The class was divided into three groups for the study of either forest, orchard, or ornamental trees. The children were allowed to belong to any one of the three groups.

As the project began to unfold, with so many possibilities for enlarging, we invited the other primary classes to join us. This included children from the low first to high third grades. Later the special class and the high fifth grade joined us.

PROCEDURE—Tree charts were made from heavy cardboard, 30 x 40 inches. Each class was responsible for three charts. Each chart showed the picture, leaves, bark, fruit, nuts, or other products of a tree. These were collected by the children. The charts were assembled in the hallway, with the various products on a table in front of each chart. The Berkeley Library furnished a set of pictures of trees. Miss Paroni provided us with a valuable collection of books, pictures, pamphlets, and a complete bibliography on forestry. The first grades featured the three divisions of the project in sand tables as follows:

Mrs. O'Connor's first grade made a street scene showing the use of ornamental trees.

Miss Blackburn's first grade worked out a farm scene with an orchard in blossom.

Mrs. Weiler's first grade worked up a forest in its sand table.

Miss Noe's second grade wrote to chambers of commerce in the fruit belt. We received literature and pictures from San Jose and Watsonville as a result.

Miss Saylor's second grade produced a play. They gave a performance in the different rooms on Arbor Day.

Doctor Iskeep's special class discovered a camphor tree near the school. The pupils made a chart giving a history of the uses of the camphor tree, in addition to the usual picture of tree, leaves, and bark, etc.

Mrs. Tudbury's low fifth grade made booklets containing essays on trees, accompanied with drawings of trees. They also contributed a number of original poems, the product of both group and individual effort.

We explored the neighborhood and found a great variety of trees. Following is a partial list found within a radius of six blocks of the schoolhouse: Peach, apple, pear, plum, cherry, fig, camphor, elm, maple, birch, oak, laurel, pine, fir, cedar, and redwood.

We listed the following reading material for supplementary use during the week: "Things Made From Paper," "Things Made From Wood," "The Maple Tree," "Apple Seed John," "The Wind," "A Chestnut Party," "Story of an Oak," "Pretty Pussy Willows," "Making Maple Sugar," "The Apple Tree's Party," "The Fir Tree," "The Peach Tree," "The Discontented Pine."

The exhibit contained a photographic study of a branch showing its development from a bud to the unfolding of a leaf, prepared by the Massachusetts School of Technology; a chart showing the uses and abuses of trees in a commercial way; pictures showing how trees are destroyed by different pests.

Miss Lowrey's class distributed seeds of the toyon, to be planted in the yards.

Lessons were given on the influence of forests in the development of countries and races, using China, India, and Italy as examples of the result of devastated forests.

The pageant on forest conservation had already been outlined by Mrs. O'Connor and Mrs. Smith. Through their coöperation the tree project proved a fitting preliminary to the pageant given later in the term.

After Tree Week the charts were placed within easy access of any teacher who wished to use them for reference.

It is our intention to make Tree Week a special feature of our school, enlarging and improving our exhibit. Through children's correspondence we will get in touch with the United States Department of Forestry, the Commission of National Parks, the Save the Redwoods Committee, and the Tamalpais Conservation Club.

Through Mrs. Norton, Mr. Norton of the Department of Forestry, University of California, has offered to assist us. The parents were interested in our work and were generous in their contributions of fruit, nuts, pictures, and books.

Miss Paroni photographed the exhibit and had enlargements made for the Berkeley Fair. We are so accustomed to the help and encouragement of Mr. Hamilton in every worth-while undertaking that we are prone to take such things for granted. We have not failed to realize, however, that his unfailing sympathy, understanding, and coöperation have made possible any success we have had in any field of endeavor.

An Arbor Day Program

By LEONA NOE, *Low Fourth Grade Teacher, Washington School*

Time—Six Weeks.

School Subjects Involved—Nature Study, Language, Civics, Reading, Drawing, Penmanship, and Music.

Description of the Development

A. Origin of the Activity.

A desire of the class to present an assembly program, which would be both entertaining and educative, led to a discussion of various activities which were being carried on in the class. The interest was so keen concerning nature study the class decided it would present a nature program.

B. Procedure—Class Participation.

(1) Children's Part in Planning, Selecting, Providing Means, Judging Results.

The children made notes of all interesting facts which they discovered in their reading and also observed on their field trips. These were discussed in class and the best were written down to be kept for the program.

(2) Illustrative Materials Used.

(a) Slides of California trees, birds, animals, and wild flowers were obtained from the Visual Center.

(b) Children brought to school from week-end trips specimens of wild flowers and leaves. Some of these were kept on display, while others were pressed to retain for exhibition.

(c) Children drew and brought pictures which they had done or found at home to illustrate stories or talks which they presented to the class.

(d) Stage properties that the children could not make were also brought from home by them.

(3) Subjects Correlated.

(a) Nature Study.

(1) Identification of many California trees, birds, animals, and wild flowers.

(2) Knowledge of the habits of birds and animals.

(3) Understanding of the need of conservation.

(b) Reading.

(1) Stimulated a keen interest in the children for outside reading.

(2) Provided opportunities for worth-while silent reading.

(c) Language.

(1) Oral.

1. Class discussions.
2. Pupil's individual reports.
3. Parts learned for program.

(2) Written.
1. Notes kept by each child of what he read that was interesting.
2. Stories written about wild flowers, birds, and animals.
3. Composite program written by class from material selected.

(d) Drawing—Choice specimens of wild flowers, trees, birds and animals drawn to illustrate nature book, and for nature posters.
Stage properties made by members of class.
1. Trees.
2. Costumes for animals.

(e) Music—Songs of wild flowers learned for program.

(f) Civics.
1. Conservation.
2. Responsibilities of citizens.

(g) Spelling — Increased their spelling vocabulary by learning words pertaining to their nature interests.

(h) Penmanship—Wrote their stories for penmanship lessons.

(4) Teacher's Guidance.
(a) Stimulated children's interest in trees, birds, wild flowers, and animals by reading stories, showing slides, and providing material for children to read.
(b) Stimulated class discussions by suitable questions.
(c) Assisted in directing and arranging program.
The program provided opportunities for the development of initiative, judgment, responsibility, and leadership.

C. Experience Gained.
(1) Visits to Persons Outside Class.
(a) Committees of children chosen by class were sent for material to the Visual Center and the library.
(b) Teachers in the school were also consulted to answer questions.

(2) Means of Clarifying and Expressing Ideas.
(a) Graphic Representation.
1. Posters pertaining to conservation of trees, birds, wild flowers, and animals.
2. Nature book.
3. Pressed specimens.

(b) Plastic Representation.
1. Forest camping ground depicted in sand table.

(c) Dramatization.
1. Arbor Day program.

(d) Music.
1. Nature songs for program.

(e) Oral and Written Reports—See language in subjects correlated.

(3) References.
(a) "Handbook of Nature Study," A. B. Comstock, Comstock Publishing Company.
(b) "Stories of Luther Burbank and His Plant School," by Beeson, Shusser, and Williams, Scribner Publishing Company.
(c) "Conservation, Bird, and Arbor Day," State Bulletin.
(d) "The Wild Flowers of California," E. Parsons, California School Book Depository.
(e) "Learn to Study Readers," Books II and III, Ginn & Co.
(f) "Nature Study and Life," Hodge, Ginn & Co.
(g) "The Fly Aways and Other Seed Travelers," Fultz, Public School Publishing Company.
(h) "Stories of Wild Flowers Children Love," K. Chandler, Harr Wagner Publishing Company.
(i) "Some Useful Animals," American Book Company.
(j) "The First Book of Birds," Miller, Houghton Mifflin.
(k) The National Geographic Magazine.
(l) The Nature Magazine.
(m) "Happy Holidays," Wickes, Rand McNally & Co.
(n) "American Animals," Stone and Cram, Doubleday, Page & Co.
(o) Nature stories read in supplementary books.
(p) Articles from magazines and newspapers.
(q) "The Modern School Readers," Harr Wagner Publishing Company.

D. Values.
(1) Provided an opportunity for worth-while silent reading.
(2) Developed civic responsibility and the desire to conserve nature's gifts.
(3) Willingness and desire for group coöperation.
(4) Appreciation of the beauty in nature.
(5) Civic pride and interest shown by pupils in the following ways:
(a) Desire to prevent forest fires.
(b) Desire to leave clean camping grounds.
(c) Desire to conserve wild flowers, birds, trees, and animals.
(6) Knowledge gained concerning trees, wild flowers, birds, and animals.
(7) Ability in oral and written expression.
(8) Stimulated the habit for purposeful reading and the keeping of a record of what is read.
(9) Use and appreciation of the library as source for material.
(10) Memorized beautiful nature poems.

Voices of the Woods

A Playlet for Arbor Day

By Dorothy Blacker, *Teacher High First and Low Second, Franklin School*

Time—Twenty Minutes a Day for About One Week and a Half.

School Subjects Involved—Nature Study, English (Oral and Written), Penmanship.

This activity originated with the children's desire to have some kind of play or program to which they could invite the children on our floor. They had been invited to several plays and wanted to return the favor. As Arbor Day was approaching, we decided we would have an Arbor Day program and invite the other classes.

I furnished the material and then together we selected the children to take the different parts. Before we did this we talked over the qualifications necessary in speaking before other people. Every child in the class took part in some part of the program.

The whole class wrote letters of invitation to the different classes—the first attempt at letter writing—and the best ones were chosen by the class to be delivered by the pupil who wrote the letter.

This program, though simple, was a good nature study lesson and also was a definite way through which the children could see the real need of the ability to speak clearly and distinctly. It also made the children feel the need of being able to write a letter properly, in order to invite the guests.

Characters—

Boy and Girl.
Trees—Pine, Walnut, Oak, Birch, Maple, Cherry.
Wood Fairy.

(Enter boy, carrying a hatchet; sees trees standing in a row.)

Boy: With my sharp bright new hatchet,
I'll have a little fun;
I'll cut a tree down in the woods,
The woods won't miss just one.
I'll cut this Pine tree.

Pine: Please don't cut me.
I'm such a very little tree,
But in a few years I will make
A ship's tall mast for you to take.

Boy: I'll cut this Walnut tree.

WALNUT: Oh, don't cut me.
Please let me be.
Soon bushels of walnuts I'll bear for you;
You'll have walnut cake and candy, too.

BOY: I'll cut this Oak tree.

OAK: I hope you won't, for don't you know,
Great oaks from little acorns grow?
And years from now I'm sure you'll see
Beds, chairs, and tables made from me.

BOY: I'll cut this Birch tree.

BIRCH: Please don't chop me right in two,
For don't you know what the Indians do?
They make from me a birch canoe.

BOY: I'll cut this Maple.

MAPLE: Oh, don't cut me.
Fine furniture I'll make for you,
And good sweet maple sugar, too.

BOY: I'll cut this Cherry tree.

CHERRY: My boy, you'll not be very wise,
You'll miss my tarts and cherry pies.

BOY: Oh, dear, what shall I do.
I see some use for each of you.
(*Wood Fairy enters; trees bow to the ground.*)

FAIRY: My boy, God made each tree, you see,
To grow, right here and useful be,
So never cut them just for fun;
God has a use for every one.

A TREE

By GUY WINFREY

A LITTLE SEED dropped in the forest's mold,
Asleep beneath the winter's fleecy snow—
A stirring at the call of warm spring sun,
An answer to the soft rain's urge, "Grow! Grow!"

A little head comes peeping from the soil,
Small leaves unfold to meet the mellow light.
With eager haste the fragile trunk uprears,
And limbs appear, with tender twigs bedight.

The seasons pass—each gives it height and girth
Till, straight and proud, for all mankind to see,
Head high to brush the clouds, feet firm in Mother Earth,
Behold! 'Tis Nature's miracle, A TREE!

THE PINE

By GUY WINFREY

MY DARK HEAD towers against the clouds,
My roots hold firm in the soil,
My straight trunk rises, firm and proud
Above the earth's turmoil—
And the oriole swings in his horsehair nest,
And linnets hover against my breast.

I shriek in glee at the north wind's howl,
I echo the moan of the sea,
I cover my head with the grey fog's cowl
And in the sombrous shadow of me
Is the foxes' earth 'neath the thicket's tangle,
While 'round my crown the black rooks jangle.

When the south wind blows, I softly sing
To the nesting birds, a song
Of winter past, and budding spring,
And when the summer's days are long—
To the oriole's young I gently croon
As they sway in the warm breeze of afternoon.

The lesser trees have songs they sing,
Let the wind be high or low,
Sweet is the chorus to me they bring
Of all the winds that blow;
But all through the forest, no voice like mine,
The voice of the towering Mountain Pine.

NATURE CONSERVATION EXHIBIT

EARLY IN THE SPRING OF 1928, March 4, continuing for two weeks, the California Wild Flower Conservation League, under the direction of its president, Mrs. Bertha M. Rice, will hold a poster exhibition at the Stanford University Art Gallery. These posters will be drawn with the primary idea of conserving Western wild flowers and other native wild life. The school children and students of California are invited to participate in this exhibition. In order to facilitate the work of the league, the following suggestions are given:

1. Posters should be one of the following sizes: 11 x 14, 20 x 24, or 22 x 28.
2. The topics to be covered should be similar to the following: Save the Toyons, Keep the Home Poppies Glowing, Leave Some for Seed, Protect the Birds, or Don't Shoot—Photograph. The general idea is to create a sentiment against the indiscriminate destruction of wild flowers and the destruction of bird life.
3. These posters should be marked with the name and address of the sender, and mailed flat or delivered to the Stanford Art Gallery, Stanford University, California. The latest date these will be accepted is Wednesday, February 29, 1928.
4. The best posters received will be placed on display at the Stanford Art Gallery, Stanford University, and will later be made up into a traveling exhibit, which will be sent to schools and colleges throughout the United States.

The American Art Aid, located at Stanford University, has prepared and donated a set of specifications and designs to aid those making these posters, which will be mailed free upon request.

SCHOOLS TO PARTICIPATE IN STATE FAIR

THE STATE FAIR appropriates the sum of $6000 in cash premiums for exhibits from the schools of California besides ribbons, medals, and trophies that are given. At the last meeting of the State Fair board of directors, they appropriated an additional sum of $1050 to be used as premiums for the best spellers in the state, to be divided as follows:

Grammar School Students—First prize, $200 and gold medal; second prize, $100 and silver medal; third prize, $50 and bronze medal.

High School Students—First prize, $200 and gold medal; second prize, $100 and silver medal; third prize, $50 and bronze medal.

Adults—First prize, $200 and gold medal; second prize, $100 and silver medal; third prize, $50 and bronze medal.

Superintendent William John Cooper, Director of Education, approves of this contest and is desirous that all schools participate in it, it is reported.

The words used for the grammar school (this includes junior high schools) contests are to be taken from the geography and history textbooks that are recommended by the State Department of Education, and the words for the high school contests will be taken from the histories used in the high schools.

SILVER, BURDETT & CO. ELECTS PRESIDENT

SILVER, BURDETT & CO. announces the election of George L. Buck to succeed the late Haviland Stevenson as president of this company. Frank D. Farr succeeds Mr. Buck as first vice president, Albert L. Hart succeeds Mr. Farr as second vice president, and Burr L. Chase succeeds William M. Hatch as secretary. Mr. Hatch desires to retire after twenty-seven years' service with the company, having been a director since 1910.

THERE IS no kind of life, whether we are transacting public or private affairs, at home or abroad, those in which we are alone concerned or with others, that is free of obligations. In the due discharge of these consists all the dignity, and in their neglect all the disgrace of life.—*Cicero.*

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The flight of time leaves pastel memories.

It is the end of the first week in January.

The Skyline Boulevard from San Francisco down to Montara-by-the-Sea is thronged with motor-cars.

The day is sunshine and clear.

The Pacific Ocean is in a maze of huge swells. The heavy offshore wind drives the spray of breakers westward in fairy clouds. The blue-green water undulates about three steamers.

The Skyline Boulevard is on the ridge of the world. On either side are redwood trees and red holly berries—below, to the west, the curve of pirate bays and mile-long sweep of breaking surf. To the east, in the mist of an afternoon, the peninsular towns of San Mateo, Burlingame, Palo Alto, Redwood City, and the squared towers of Stanford University. And San Francisco Bay a mere outline.

Montara-by-the-Sea, where Portola rode.

Montara-by-the-Sea, where incense-odored stock grows in colored acres in January; where tulips in the hundreds of thousands are sprouting and gladioli and narcissi are in bloom; where everlasting flowers and marigolds gild the black loam, and violets are in flower.

The second week in January on a train toward Chicago and Boston.

Mountains with snow.

Cattle in a sea of frosted sagebrush.

Two black crows on either side of the arms of a telegraph pole, hunched down. The Nevada desert around and drifting specks of snow.

Ogden, Utah, on a cold January morning. Hoboes in a railroad jungle in the willows down by a frozen creek, huddled around a small fire in the snow.

A railroad water tank with icicles ten feet long.

After that, Denver, Kansas City, and St. Louis, in spring weather—warmth and sunshine. It was unusual weather à la California.

Chicago as ever—a city of extremes.

Michigan Avenue, where every driver of any kind of motor-car is trying out for the auto races.

Chicago, where the terrorist items in the newspapers are news to the inhabitants, to 99.98 per cent of whom they are as foreign as if they happened in Los Angeles.

Seven people perished of exposure last night. Yet it was like unto a smudge-smoked Los Angeles County orange festival.

Escondido was spoken of by a Chicago *Tribune* editorial writer this morning. He labeled his remarks, "Escondido, N. M." I have an idea he has been to the movies and has seen the wise sayings that come from the *Times-Advocate* of Escondido, Cal., of which Percy Evans is the able editor.

We had the experience of hearing of the thermometer's being 10 degrees below zero as we rode in from Fond du Lac, Wis., last evening.

Ten degrees below zero, while not cold to an Eskimo, is good educational experience.

Why motor-bus drivers in Wisconsin must drive fifty-five and sixty miles per hour over ice and snow-covered roads is a question that should intrigue the socially minded professors at the University of Wisconsin.

We remember Horace C. Coe, Superintendent of Imperial County schools, El Centro, Cal., very kindly today. In July, when we visit him, it is 106 degrees above zero. In this Mayor Thompson's town, at 2 degrees below, there is a difference of a mere 108 degrees and six months.

Charles C. Bishop, Superintendent of those progressive schools at Oshkosh, Wis., is to be registered at the Parker House, Boston, during the national Superintendents' convention the latter part of February.

Ben J. Rohan, Superintendent of the Appleton, Wis., schools, has developed a different approach in his new junior high school course of study monographs. Mr. Rohan believes that it is the place of the school to see to it that the social and economic importance of each field taught is emphasized. Exploratory units is the basis of the technique of instruction.

Mr. Rohan is a firm believer that the conservation of our forest areas is a problem that should be stressed in our schools. In his junior science course he has a monograph on "Our Forests—A National Problem." In this course he has tied up the forests to the vital life problems in the United States.

Courses so far developed along this line of emphasizing social and economic importance in Appleton junior high school work have been on agriculture, astronomy, chemistry, plant and animal neighbors, and our forests. "The Story of Our Food Supply," the agricultural course, was worked out by Alfred G. Oosterhouse, principal of the Appleton Roosevelt Junior High School.

Superintendent Rohan has his teachers trained to emphasize the reason for the teaching of the matter presented. Subject material is always motivated.

In the junior high school ninth year social science course has been included a study of the students' need of the senior high school. Every student before entering senior high has a very comprehensive view of the courses offered there and an insight of perhaps what course he might want to pursue.

O. H. Lowe, principal of the Jefferson School, Sheboygan, Wis., as head of the social science committee of the Sheboygan schools, has worked out a new course of study in which certain fundamentals are stressed and required to be learned.

Miss Carrie E. Morgan, Assistant Superintendent of Appleton, Wis., schools, is developing a reading program in which books are being chosen upon some one subject. Many sets upon different subjects are to be purchased.

Hugh S. Bonar, Superintendent of the Manitowoc, Wis., schools, believes that in reading a basic text should be chosen that is a composite of the various types now in vogue. He is opposed to the extreme work type or that of entire literary con-

tent. In Manitowoc the primary grades use from fifteen to twenty different sets of readers.

J. R. SKILES, Superintendent of Evanston District No. 75 public schools, has this last year moved his seventh and eighth grades into the Haven School, a magnificent new intermediate building that contains many features advantageous for junior high school procedure.

GEORGE M. CHILD, Superintendent of the Salt Lake City schools, was elected last January by the Board of Education for another two-year term. The new term commences July 1. At the expiration of this next term Mr. Child will have been Superintendent in Salt Lake City for ten years.

THE WEST ALLIS, Wis., schools, under the superintendency of T. J. Jones, are rated very high in Wisconsin. West Allis is the home of the Allis–Chalmers Corporation, the largest corporation in the world manufacturing automotive machinery.

DOCTOR W. W. THEISEN, director of the department of psychology of the Milwaukee public schools, has as his work the judging of the merits of all reading material submitted to the Milwaukee School Department.

WILLIAM C. KNOELK, Assistant Superintendent of the Milwaukee public schools, is coming to the opinion that a natural science course must be a part of the public school curriculum. He believes that geography, in the social science course, can only be an interpretative factor and that its real fullness can only be attained in a science course.

MRS. MARGARET CANTY, primary supervisor of the Milwaukee public schools, is preparing another monograph on "Primary Projects" for the Milwaukee Board of Education.

IN THE LAST ANNUAL REPORT of the Salt Lake City, Utah, public schools, there are several interesting accounts of gradings, tests, and classification of students by Doctor J. T. Worlton, Assistant Superintendent of Schools.

MISS L. M. QUALTROUGH, primary supervisor of the Salt Lake City public schools, is one of the most widely known primary school educators of the Rocky Mountain states.

W. KARL HOPKINS, Superintendent of Ogden, Utah, public schools, is in the midst of a book-adoption campaign.

WALTER D. COCKING, who was placed in control of the course of study program in St. Louis, Mo., two years ago by Superintendent John J. Maddox is at Columbia University this year, preparing his doctor's thesis.

MISS D. L. LANGE is in charge at the present time of the department of curriculum construction and textbooks of the St. Louis, Mo., public schools.

THE ELEVATION of Willard E. Givens, Superintendent of Schools of San Diego, Cal., to the position of Superintendent of Oakland, Cal., schools leaves open a position in perhaps the most pleasantly environed city in the United States.

HENRY J. GERLING, Assistant Superintendent of the St. Louis, Mo., schools, in charge of elementary education in that city, is a keen student of education. He is a garden enthusiast, also.

PURD D. WRIGHT, Kansas City Public Librarian, is an admirer of Joaquin Miller, the Western poet.

THE KANSAS CITY, Mo., course of study work under Miss Rose Wickey, the director, has made much progress this last year.

GEORGE MELCHER, Assistant Superintendent of the Kansas City, Mo., schools, in a summary of the city's educational progress, states that the high school enrollment has doubled in the last six years, while the attendance in the ward schools has increased only 15 per cent. Thirty-eight per cent of the students entering the Kansas City schools graduate from high school. Over 90 per cent of the elementary pupils graduate in Kansas City. Schools for the deaf, sight-saving classes, opportunity schools for subnormals, schools for aenemic and tuberculous children, and schools for truants, have been recent developments in Kansas City.

W. N. SELLMAN, principal of the Weiman School, St. Louis, Mo., is in charge of the demonstration school, in which the Harris Teachers College students are trained. For the last four summers Mr. Sellman has given courses at Teachers College, Columbia.

J. HARRY WINSTROM, Superintendent of Springfield, Ill., schools, has instituted a course of study revision program.

MEXICAN TEACHERS TO VISIT CALIFORNIA

DOCTOR C. N. THOMAS of San Jose, Cal., director general of the International Council for Educational Progress, who recently arrived in Mexico City, brought with him letters of introduction to President Calles, Secretary of Education Puig Casauranc, and to Assistant Secretary of Education Moises Saenz, from Governor Young of California, Doctor W. W. Campbell of the University of California, Doctor Ray Lyman Wilbur, president of Stanford University, and President Ernest C. Moore of the University of Southern California, as well as from teachers' organizations, extending through them an invitation to one hundred teachers and school administrators of Mexico to be the guests of California educators for one month this coming spring.

Doctor Thomas left Mexico City, bearing letters from the Mexican educators and President Calles to his California groups, heartily accepting the cordial invitation. President Calles expresses his profound appreciation to the Californians for their great interest in the Mexican program and progress of education.

The Mexican government will bring the teachers and school administrators to the border at El Paso or Nogales. There they will be received by the Californians and be their guests on a two weeks' tour into Northern California, with the Berkeley university as the center, and a two weeks' stay in Southern California, with the University of California at Los Angeles as the center. While in Northern California they will have the opportunity of listening to some of the outstanding educators of the universities, as well as school administrators, explain to them California's aim and progress along educational lines. They are to be the guests in the homes of citizens about the bay region. They also will be the guests for one day at Mills College, one day at Stanford University, and two days at San Jose, where they will visit the normal school, Santa Clara University, and some of the rural schools of Santa Clara County. One evening they will be the honored guests of President W. W. Campbell at the famous Lick Observatory. They will also be taken on a sight-seeing trip of 150 miles. All their expenses for this visit will be defrayed.

Not only are they to receive an insight into educational institutions, but they will be invited to learn about the work of the Y. M. C. A., the Y. W. C. A., the Scout movement, the Community Chest, and all organizations that make for wholesomeness and better development of the youth. The Californians also expect to receive from their guests an insight into the Mexican educational program, its progress and difficulties, and there will be many opportunities arranged for them to appear before various social service clubs, women's clubs, high schools, colleges, and universities.

WILSON ACCEPTS RED CROSS OFFICE

H. B. Wilson, Superintendent of the Berkeley, Cal., schools for the past ten years, has accepted the office of national director of the American Junior Red Cross, with headquarters in Washington, D. C. Doctor Wilson's new duties began February 1. He is filling the vacancy created by the death of Arthur W. Dunn, who had held office since the completion of the World War. Red Cross work has interested Doctor Wilson for a number of years, and he has always been instrumental in making the Junior Red Cross work outstanding in his school system.

M. C. James, former Superintendent of the Berkeley schools, and of recent years Wilson's assistant, will be Acting Superintendent until the Berkeley Board of Education appoints a successor.

Doctor Wilson is a graduate of the University of Indiana, and holds a degree of master of arts from Columbia University and an honorary degree of doctor of laws from Washburn College. Previous to coming to Berkeley in 1918, he served as Superintendent of Schools at Topeka, Kan., Decatur, Ill., Franklin, Ind., and Salem, Ind. He has held important offices in educational bodies in both California and the Middle West, and has prominently served the National Educational Association as president, in 1911 and 1912, of its department of elementary education, and as a member, from 1923 to 1928, of the curriculum commission, department of superintendence.

He is the author of a number of books on teaching methods and co-author of "The Modern School Readers," which include Red Cross material. During his superintendency at Berkeley, the courses of study have all been rewritten and republished, and interest in the revised forms has been so great that many of them have gone through a second edition. This, it is believed, is because, instead of stressing mere book material, they have emphasized the use and teaching only of that which was socially valuable.

The Junior Red Cross organization of which Doctor Wilson becomes head numbers an enrollment of more than 5,800,000 American school children.

SCHOOLS INTERESTED IN HUMANE EDUCATION

As the result of the splendid response to the work in humane education carried on in the Alameda County schools the past two years, the Latham Foundation has been enabled to stimulate interest in this phase of education in other schools throughout the state. While humane education is on the California statutes, it has in many cases been a dead letter as far as school curriculum is concerned. The Foundation conceived the idea of a small publication which, while interesting the children, would also serve as an effective teaching medium in the classroom. To this end the *Kind Deeds Messenger* was issued. The paper, which is published every month of the school year, contains a story and a list of questions for the teacher, besides other matter of interest. It has been found to be a valuable medium for the purpose.

Other mediums to arouse the children's interest in humane education work is the formation of Kind Deeds clubs, essay contests, and the humane poster contest. The club work is carried on from year to year as part of the class and school program. The essay and poster contests are yearly projects. Through these and other mediums for this purpose the true significance of the work of the Latham Foundation is attained: namely, character building, and the building of better citizens of tomorrow through the children of today, by giving them a realization of the oneness of all life.

Recently the Latham Foundation was invited by the Board of Education of San Francisco to visit some of its schools to assist in "building up an interest and spirit in this work." It is the purpose of the Superintendent to stress humane teaching in the San Francisco schools much more than has been done in the past, and he has introduced humane education into the course of study of the fourth, fifth, and sixth grades as a definite subject.

The extension secretary of the Foundation, Mrs. E. M. S. Fite, and the lecturer, Mrs. Gwyn Tebault, visited nine of the schools selected and held from two to four assemblies in each school, demonstrating the method of humane teaching through the story board, which has been most effective in the Alameda County schools. The Latham Foundation Kind Deed clubs were formed as a school project in all the schools visited.

As a result of the interest created by these demonstrations, the Foundation was invited to present the story board method before a meeting of 150 of the new teachers, which was held under Miss Hahn's supervision at the Gratton School, November 16.

In Berkeley the Foundation's representatives visited the State School for the Deaf at the invitation of the principal, Mr. Berry, and presented the same program to two assemblies that had been given in San Francisco. The presentation of the program met with an appreciative reception and was a marked success. An interpreter in the sign language was on the platform beside Mrs. Tebault while she gave the story board talk to the children.

In Oakland the Lakeview School makes use of the story board service of the Latham Foundation, and in all of the elementary grades the teachers as well as the children anticipate Mrs. Tebault's visits with interest and eagerness. One of the yearly projects in the Oakland schools is the Latham Foundation's humane poster contest. This year these schools made a record showing in this contest, and, through this contest, in the national humane poster contest held in New York.

A letter to all of the city and county Superintendents of Schools in California was recently sent out by the Foundation to ascertain what methods were being pursued in their schools in humane education work, and offering to coöperate with them in their presentation of this phase of education, as far as they could, by furnishing them with the *Kind Deeds Messenger* at cost price as a teaching medium. The response has been very gratifying. From several counties and cities have come orders for the little paper, which will be used in the schools for the purpose specified.

The Western Journal of Education

HARR WAGNER, EDITOR. RUTH THOMPSON, ASSISTANT EDITOR.

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

WHAT IS THE MATTER? Have you read recent articles in the *Atlantic Monthly, Harper's Magazine*, and other journals of the highest educational standards, making destructive, constructive, satirical, and slightly humorous attacks on the modern educational theories?

The articles indicate a reversal of public opinion. There is a wide margin, not in favor of the men educated forty years ago, but in favor of those who graduated twenty years ago. The graduates of the past ten years must improve greatly to measure up to the previous standards.

These articles are also a warning to men and women in charge of the boys and girls who are in the classrooms today. This seems strange philosophy to the writer, who has always been an optimist.

ROBERT HILL LANE, Assistant Superintendent of the Los Angeles city schools, has prepared "A Work Book for Principals and Supervisors in Elementary Schools." It is not a theoretical treatise on what ought to be done. It is the result of what Superintendent Lane has achieved in his school work, and in his summer session classes in the University of Southern California. This work book deals with six major problems which confront the prospective principal:

1. What Do I Know About the Job?
2. Am I Fitted for It?
3. How Shall I Get and Keep the Machinery of My School in Good Working Order?
4. How Shall I Make My School a Community Asset?
5. How Shall I Measure My Efficiency as a Principal?
6. How Shall I Improve the Learning Activities in My School?

For copies address R. H. Lane, Board of Education, Los Angeles, Cal., and ask for School Publication No. 151.

SAN FRANCISCO'S elementary and high schools have always had the reputation for splendid classroom work. There have been many mixups in administration due to the peculiarities of various charters, but the classroom teachers have always been noted for a loyalty of service, a devotion to duty and a vibrating belief in teaching the essentials of reading, writing, arithmetic, history, and geography.

The graduates of the grammar and high schools have always ranked high in the University of California, in special schools, and in business life. We have always been impressed, when we have studied the personality in the Commonwealth, the Rotary, Lions, and other clubs—both of men and women—that the boys and girls now in our schools will have to grow and expand to measure with the men and women of today.

Administration is only a small part of a school system. Important as it is, we place the classroom teacher as the most important unit in the system. It was the teachers in the past that made San Francisco the leading educational center of the West—on tenure, on pensions, on salaries, and in classroom efficiency. The initiative was always taken by the teachers. The charge that they developed political activities is as false as it would be to say that modern school administration is due to political acumen and not to progressive educational principles.

The changes that resulted in a reorganization of the administration of the schools have succeeded in giving the schools of San Francisco favorable publicity. Joseph Marr Gwinn, the superintendent, is president of the Department of Superintendence of the N. E. A. and his administration has attracted nation-wide attention.

The completion of the new buildings, costing over twelve million dollars, and the increase of salaries of superintendent, deputies, and supervisors, has changed the attitude of institutions and administrative departments of other cities towards San Francisco.

We have always been proud of the teaching force of San Francisco in the classroom, in the organizations, and of the high standards of educational ethics used in the accomplishment of legislation that has made educational progress possible.

IT FREQUENTLY HAPPENS that men and women are paid large fees to address teachers and others, and the message, however good, is so badly delivered that the audience is bored, defiant, and critical—and justly so. No man has a right to take up the time of an audience unless he can get his message beyond the first few rows of seats. If one can't speak plainly he would better write. Here is the criticism Doctor McAndrews of Chicago sent to the secretary of the Alabama Educational Association:

> In a recent convention of men and women occupying high positions in public education, of one hundred speakers, only eight, by actual count, opened their lips and clearly enunciated their words. In a number of instances the speeches could not be understood within ten feet of where they were speaking. The majority could not be heard at the back of the auditorium.
>
> The average American is lip-lazy. Thousands of us speak back of our teeth, or through our noses, or behind our lips. We do not open our mouths when we speak; or, if we do, we yell or scream. A well-modulated voice is the exception. Clear enunciation is exceedingly rare.

Cultivating the Will to Learn

TO PRESERVE the pupil's desire to learn, let him be faced with little problems not beyond his capacity, and felt by him to be worth solving. As he gets older, the problems can be made harder; but they must always be adapted to that pupil's intelligence and perseverance. Do not force him to work, but create an environment in which he will wish to work. Watch his tastes and natural aptitude, and let him acquire the habit of work by following them, not by being forced to learn what goes against the grain.

Let him feel, without being told, that prestige attaches to knowledge, and that increase of knowledge, like increase of stature, is an essential part of growing up. With the great majority of pupils these motives will be sufficient, if suggested by wise and agreeable teachers.—*From "A Bold Experiment in Child Education" by Bertrand Russell in the New York "Times."*

THE STATE HEADQUARTERS of the California Teachers Association have been moved from 933 Phelan Building to 508 Sheldon Building, 461 Market Street, San Francisco. The new offices are well located, convenient, and spacious. Roy Cloud, Vaughn MacCaughey, and Robert Spangler, representing the various departments, are on the job to welcome and confer with those who have business with the *Sierra Educational News* or the California Teachers Association.

MRS. I. W. PARSONS of San Rafael published recently in a local paper a portrait and tribute to the late Mrs. C. R. Pechin. Madame Pechin, as she was known, was in the San Francisco School Department from the age of sixteen to seventy. She was principal of the Jean Parker School when she retired. A

few years ago she was sent, under the Mosely Foundation, as a representative of San Francisco schools, to study education abroad.

Josephine Hart Phelps also published, in *The Argonaut*, an appreciation, of which the following is an extract: "Mrs. Pechin was a woman of winning personality, of crystalline candor of nature, of uncalculating generosity, and her every action was guided by her unswerving integrity. Universally trusted and beloved, the modesty of her nature prevented her from realizing the high place she occupied in the esteem of those who surrounded her, inside and outside of her professional life."

C. I. Brown, manager of the Gregg Publishing Company of Toronto, Canada, writes as follows:

In reading of your new book, "A Man Unafraid," I am reminded of the letter that Robert Louis Stevenson wrote to his friend Sidney Colvin: "Every book is, in an intimate sense, a circular letter to the friends of him who writes it. They alone take his meaning; they find private messages, assurances of love, and expressions of gratitude dropped for them in every corner. The public is but a generous patron who defrays the postage. Yet, though the letter is directed to all, we have an old and kindly custom of addressing it on the outside to one. Of what shall a man be proud, if he is not proud of his friends?—*R. L. S.*"

The friendship of books has been of that rare quality that fascinates men and women. Yet, there are people who mutilate books, who dissect them, who borrow and steal from between the covers. It was not long ago that we heard a supervisor boast of her efficiency in multigraphing certain pages of an excellent book and giving the emasculated part to her teachers to study. The cost of multigraphing would have purchased quite a few copies of the book, and the teachers could have had the pleasure of ownership. It is poor economy for teachers or supervisors or boards of education to multigraph pages of copyrighted material and circulate them. The moral influence is bad. The author and publisher may be flattered, but to take copyrighted material without proper authorization is low-down thievery. Let us teach that books are intimate friends and should be respected.

"The Chronicles of a Contented Man"

The above is a descriptive title of a wonderful book by Orange Judd Laylander, in charge of the general offices of Ginn & Co., Chicago. The book is published by A. Kroch, 206 North Michigan Avenue, Chicago, Ill.

Several years ago I called on Mr. Laylander as I was passing through the city. I was lured to his office by a remark of Selden Smith, Pacific Coast manager of the firm, who said: "Have you met Laylander? He is a poet." Selden Smith was right. Laylander is a true poet.

"The Chronicles of a Contented Man" tells of the poet's reaction to the various phases of human life in the actual living. The true poet is not necessarily the writer of poetry. He may have the fine sensibilities, the keen reactions, and the aspirations that place him in tune with the Infinite.

Mr. Laylander not only wrote poetry, but he lived it. The hillside farm in Ohio, the schoolmaster in the rural school, among books, work, and play, and his intimate friendship with the living and dead—all are characteristic of the true poet. In the closing pages of this interesting book he says:

Contentment is possible. Its food is love; its harvest is friends. I certainly cannot complain. I have gotten out of life all that I deserve. The most important victory I have achieved is the mastery of worry. As long as temperamental fools are born no one can entirely avoid the intrusion of petty annoyances and disturbances in everyday life; but he can prevent these incidental trifles from taking root in his mental attitude and bearing fruit to sour his spirit. No need to curse the elements because the whirlwind of the street occasionally throws dust into our faces. Neither do I regard myself a big enough factor in the universal scheme to interpret the heart-rending tragedies that sooner or later come into every life. I do not understand, but my faith refuses effacement.

I am unable to join the chorus of those who sing always the songs of youth. To me now is the most interesting point in life. In retrospect the trials and disappointments of my youth were just as real and as hard to combat as those of adult life. The best ten years that I have known were the last ten, the best year was last year, the best day today; for to its own joy is added all the joys that have gone before.

"As I now sit in the cool of the evening of life, and listen to the voices of friends, they are very sweet."

PROMOTION OF RADIO EDUCATION

The importance of radio to education is receiving national recognition owing to the interest of Olive M. Jones, former president of the National Educational Association and principal of Public School 120 and Annexes, New York City. Miss Jones, who is temporary chairman of the preliminary committee on educational broadcasting, has appointed B. H. Darrow radio adviser and temporary chairman. The aim of the committee is to convince educators at the N. E. A. meeting in Boston, February 25–March 3, of the value of professionally planned and professionally directed programs in the schools.

Comprehensive questionnaires have been forwarded to classroom teachers, and city, county, and state superintendents throughout the country. The "national school on the air" is to include only the best, if the present plans mature. The classes are to be broadcast nationally through chain systems two days of the week for high schools, and three days of half-hour programs for grade schools. The classes to be included, according to preliminary plans, would include: Music appreciation; English and literature; dramatics (plays, dialogues, etc.); geography (travelogues); history (dramalogues); health; holiday, and miscellaneous talks. Talks are to be given by national leaders, or by those at the top of their various professions.

The informal committee that is now at work on these plans includes educators, and those interested in radio, throughout the United States. California is represented by the following: R. H. Allen, Stockton; Virgil E. Dickson, Oakland; C. L. McLane, Fresno; Ruth Thompson, San Francisco.

A PROBLEM IN HUMAN GEOGRAPHY

The Mississippi flood, described as "the greatest calamity that has befallen America since the white man came," has been graphically described and its corrective and preventive measures suggested in two articles by Doctor J. Russell Smith, professor of economic geography at Columbia University.

The John C. Winston Company has reprinted from *Survey Graphic* these two articles, entitled "Plan or Perish" and "Wealth From Mississippi Mud," in an attractive brochure which it offers to supply without charge to geography teachers, principals and superintendents, and teachers' training schools. These Mississippi flood articles provide excellent material for the teacher using the problem method.

ETHEL RICHARDSON HONORED

Miss Ethel Richardson, Assistant Superintendent of Public Instruction in California, has been awarded a gold medal and $1000 by the Harmon Foundation of New York, which, through the *Survey*, makes the award "to the individual who has been responsible, during the year 1926, for the creation, introduction, or development of a distinctive contribution to the social, civic, or industrial welfare of the United States."

Chosen from fifty-three nominations, Miss Richardson was recognized for her work in adult education in California, the work which she supervises, including the Americanization classes of the schools.

COUNTY SCHOOL TEST PROGRAM

L. J. Henry, supervisor of elementary schools of San Luis Obispo County, is carrying on a very thorough testing program in the San Luis Obispo county schools. A survey is made at the beginning of the school term in order to find out what approach the teacher shall make in regard to each pupil. Checkups are then made twice a year in regard to progress.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Should School Buildings House Community Libraries?

PRESIDENT BUTLER, in an address at Columbia University October 1, 1927, said: "The library is the necessary and fundamental instrument for adult education." That being the case, the favorable location of the library from the standpoint of the adult is a vital question. It is particularly important in the county library system with its vast network of branches. In the forty-six county libraries of California there are 4195 branch libraries comprising 1772 community branches giving general reading and information to adults and children and 2423 school branches furnishing a specialized service to the pupils and teachers.

No one considers locating a school branch elsewhere than in a school building where it is most convenient for the school people. The location of the community branch, in fairness to the adults as well as the children, must be in the most desirable place that is accessible to the entire population of the community.

Because of their wide experience the county librarians were asked to answer the question, "Do you favor housing a community branch of a county library in a school building when other quarters are available?" With one exception the answer was "No." Most unusual conditions prevailed where the favorable answer was given.

The experiences of the county librarians were so similar throughout the state that the following points embody the answers of all:

"Adults do not naturally go to a school building. Long observation has proved this, and if we try to force them back to a schoolhouse the very purpose of the library as a 'continuation school' will be defeated."

"Adults have a hesitation about going to the school for books. They let their children bring books home to them and return the same. For this reason they do not see what the library has to offer. People without children, rather than go to the school, go without books."

"Sometimes when a school is centrally located, a library room is provided with an outside entrance, and someone other than the teacher attends to the branch certain evenings in the week. We have one such, but it would be far better if in this town the people had a little library room or building that they had been instrumental in building or furnishing themselves. It will never grow and develop as it is."

"In the course of sixteen years' experience in two county libraries I have never yet had a successful community library branch which was established in a school building, not even when the branch was entirely separate from the school, that is, housed in a special library room, with a custodian not connected with the school who was paid to attend to it."

"Adults generally look upon the schoolhouse as a place where the children go to school, and do not think of it as a place where they wish to go for pleasure and cultural reading."

"It has been our experience in most instances when the community branch was placed in the school that the attitude of the people was that the library service was just for the children of the school district. Right now there are a great number of people who think of a county library as serving and working only with schools, and putting community branches in schoolhouses has accentuated this idea."

"Even the children themselves associate the library wholly with school activities if the branch is right in the building. There is no chance to form the 'public library habit,' which is so important after school days are over."

"Many books that are perfectly suitable and even desirable for adult reading are undesirable for the use of children of elementary school age, and it is harder to keep their attention away from these if they are in the 'school library.'"

"When a branch is in a schoolhouse the children choose books for their parents, and I notice those children cultivate a taste for the novel and Western story, when they should be reading other books."

"Careful supervision of children's reading is impossible when a community branch is in a schoolhouse."

"Children are constantly tempted to read adult books, a condition which we are working so hard to overcome by supplying such attractive editions of the juvenile books for home reading."

"The school and the public library should coöperate in establishing the child in the habit of using the public library, which it is reasonable to hope he will use all his life."

"Dual authority of school and library does not make it easy to develop the community library when it is in a schoolhouse because the school needs will naturally be pressed to the front."

"Inconvenience of hours and interruption of service during vacations are serious difficulties when a community branch is located in a school building."

"It is not easy to have hours that are suitable to the public and that do not interfere with the school."

"When kept open for adults after school hours children are apt to congregate on the school grounds when there is no supervision over them, cause disturbances, and damage the building."

"The use of school buildings for community library purposes, outside of school hours or during vacation periods, presents several difficulties, particularly those of heating, lighting, and janitor service."

"It is a problem to find a custodian who is willing to stay in a more or less isolated schoolhouse after school hours, or on a Saturday afternoon or at night."

Among other points made were the difficulties of securing competent custodians,

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questions concerning the salary of custodians, the problem of the public disturbing the school, and the general undesirability from other than the library viewpoint of a community branch library in a school building.

Various interesting illustrations were given by the county librarians of experiences in attempting to give library service through community branches located in school buildings.

In one of the large county libraries a community branch was located in a high school building. It was moved to a storeroom in the business center of the town. The circulation increased from 11,585 to 26,907—an increase of 132 per cent.

In a rural school of four teachers with progressive parents the Parent–Teacher Association desired to use the schoolhouse as a community center. The community branch of the county library was located in the school building in a room with an entrance from the hall. P.–T. A. members took turns keeping it open. This continued for several years. During that time there were no special requests and practically no adult borrowers. The branch was taken out of the school and at once the adults used it.

At the request of the Mothers Club of a school having one teacher, the county librarian placed a community branch of the county library in the schoolhouse. For a time all seemed to go well. The teacher went away and a new one came. The school grew. The space set aside for the library was required for school needs. Administration grew more and more complicated, an increasing dissatisfaction to the community, and anxiety and concern to the county librarian. Finally the matter grew so troublesome that the Mothers Club agreed to raise the money for the erection of a separate building for the community branch library. This was done and resulted in a very attractive library room being built, convenient to the residents of the district, suitably furnished, and supplied with books by the county library and with an attendant with a fine personality in charge upon certain days of the week. Not only has the circulation nearly doubled in the fourteen months since the branch was established, but the character of the adult reading of the community has improved very markedly, not merely in literary quality, but in much wider range of subject-matter.

A community branch was located in a private home. The circulation ran about seven or eight hundred a quarter. The branch was moved into a school building. The circulation dropped to about 350 a quarter, although it was open the same number of hours and was in charge of an exceptionally intelligent and interested custodian (not a teacher). Less than a year ago the branch was moved into a real estate office on the main street and the circulation is now over twelve hundred per quarter, even the juvenile circulation showing a marked increase.

One county librarian wrote: "The only places where we find branches in schoolhouses successful are in the little one-room schools in isolated communities where the teacher herself handles the books and keeps them separate from the school collection."

Another county librarian has one satisfactory branch in a consolidated school in a room provided by the school and furnished by the library. The custodian keeps the branch open every day except Monday and Saturday from 2 to 5 p. m. The children are not transported in a bus, as the farms are so scattered. The parents call for the children, visit the branch, and get their own books. The county librarian attributes much of the success of the branch to the fact that a school bus is not used, thereby causing the parents to go to the schoolhouse. The branch is in charge of an exceptionally fine custodian.

While the illustrations are all from California libraries, this subject is not local, but involves principles that are of universal application. Cities and other states and countries have experimented along the same line with similar results.

In the November, 1927, number of the publication *Libraries* is a brief sketch of the "Fiftieth Anniversary Meeting of the British Library Association" at Edinburgh, in September, 1927. Among the many interesting speakers mentioned was Mlle. Huchet, librarian of Paris l' Heure Joyeuse, who is in charge of the first French municipal library entirely devoted to children. It was founded in 1924 by the Book Committee on Children's Libraries, New York City.

Mlle. Huchet took issue with a school librarian from the United States who said, "The habit-forming library must be inside not outside the school." She agreed with Doctor George H. Locke of Toronto that there was danger of bringing the library too close to the school.

In speaking from the standpoint of its effect on children, Mlle. Huchet stated: "I do not overlook the advantages of the library in the school, but I want to point out also the great inconveniences of such a situation. The first objection is that when the library is inside the school, children do not have a change of atmosphere. Even adults like sometimes to change a good atmosphere. The library inside the school becomes part of the school work and a task. The association of the two words will be sufficient to cure many boys and girls of any desire to turn, when school days are over, instinctively to other libraries.

"From a French point of view, if we present the junior library as a school library inside the school, the whole children's library movement will be handicapped.

"Children come to l' Heure Joyeuse because, to use their own words, 'it is not like school'; 'because the librarians are different from the teachers'; 'because it rests us'; 'because there are beautiful books.' They come back to us when they leave school because we are outside the school. For all these reasons we have to be careful not to emphasize too much the school side of library work, in France at least. Our effort must bear on the development of junior libraries, working in coöperation with the teachers, but outside the school."

The reasons given by Mlle. Huchet for establishing libraries for community service entirely separate from school buildings are as applicable in the United States as in France.

California has a county library system that is known nationally and internationally for the excellence and scope of its service. Its primary purpose is to make library advantages possible for people living outside of towns with tax-supported libraries by means of branch libraries favorably located for service to everyone.

In order to assist the schools, county libraries coöperate with them in giving library service adapted to school needs. School service is an adjunct to the county library system. However, this specialized library service to 2423 California schools has grown to such proportions that it is almost incredible.

The 1772 community branches, with their far-flung influence for good, reach from the confines of densely populated areas to lonely habitations far out on the desert or back in the mountains. These community branches have demonstrated that the most favorable location is a place centrally located that is associated with adult activities and not with childhood days.

Each branch has its part to play in the educational scheme of the community. The

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school branch looks after the school needs. The community branch reaches out to the grownups, links itself closely to community interests, and proves continually the truth of the statement of Joy Morgan of the National Educational Association, "The library supplements the school in the modern scheme of education. Both are essential." Neither one should have its functions hampered or thwarted by a wrong environment.

Notes

MISS ESSAE M. CULVER, executive secretary of the Louisiana Library Commission, was given a month's vacation by the commission. She spent part of January in California visiting relatives and her many friends.

ANOTHER welcome January visitor was Miss Thelma Brackett, formerly librarian of the Siskiyou County Library. Miss Brackett holds a responsible position in the museum at Newark, N. J.—a museum which has been made famous through the original ideas of John Cotton Dana.

MILTON J. FERGUSON visited the libraries of the San Francisco State Teachers College and the San Jose State Teachers College recently.

THE EXECUTIVE BOARD of the A. L. A. at the midwinter meeting in Chicago selected West Baden, Ind., as the meeting place for the next annual conference to be held the week of May 28, 1928.

THE SCHOOL OF LIBRARIANSHIP, University of California, has forty-six students in attendance. They represent seven states of the United States and fourteen counties of California.

THE HISTORY of the Los Angeles County Free Library from 1912 to 1927 forms the text of the October issue of the quarterly bulletin, "Books and Notes," issued by the Los Angeles County Free Library. Thirty pages are devoted to this valuable history of a remarkable institution.

THROUGH THE COURTESY of Don Lee Company of San Francisco, radio talks on the State Library and the library system of California are now being given weekly. They are given every Tuesday at 4 p. m. So far the talks have been prepared by Mr. Ferguson and delivered by the regular announcer at KFRC.

RIVERSIDE LIBRARY SERVICE SCHOOL opened its long course for 1928 with the limit of twenty-five students. They represent the states of California, Colorado, Montana, Texas, and Washington. Doctor Frank P. Hill, librarian of the Brooklyn Public Library, will conduct a course covering two weeks on library administration.

THE A. L. A. committee on library extension adopted a flood rehabilitation budget on December 29, 1927, whereby $23,500 was given to library commissions or library departments of Louisiana, Mississippi, Missouri, Arkansas, and Vermont, the five states devastated by floods. This money will be used for book replacement in public and school libraries.

THE HOME AND COMMUNITY DEPARTMENT, American Farm Bureau Federation, meeting in Chicago, passed the following resolution on December 3, 1927: "Whereas, there is need for better educational facilities among rural people, we do hereby endorse the county library plan of making books available to rural people."

SUPERINTENDENT WRITES PLAY

CHARLES D. JONES, District Superintendent of Schools of Hermosa Beach, is the author of "Pirates' Gold," a play that was produced by the local students recently. The play was such a success that Mr. Jones has been made an offer for the manuscript. The material is adapted for closing day school programs, as well as for general programs. It is dramatic, interesting, and is made still more atmospheric and artistic by musical selections that the author has suggested for use during the production. One of the songs will give an idea of the high class of the production:

"OUR OWN HERMOSA BEACH"
By C. D. J.
AIR: *"My Own United States"*

O fairy land, place of sunshine and cheer
Where young and old love to be;
For thee our hearts thrill and glow and burn,
Sweet land licked by the sea.
Children gather on your beaches,
Scamper thru your parks, to learn
The joy of freedom, the pride to say:
"Our own Hermosa Beach!"

We love the roar of your ocean waves,
The music of your ever green trees;
We love ev'ry foot of your sandy beach,
The ships sailing to unknown seas.
We love your winding parks and glens,
The pirate's gold in reach;
O dreamland, sunland, home-sweet-home,
Our own Hermosa Beach!

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PATERNALISM IN PURCHASE OF SCHOOL SUPPLIES

The average school system in this country is able, through its professional executive factors, to determine upon and purchase the paraphernalia that goes into and about the school plant. Even in the rural districts there is sufficient knowledge as to the tools that enter into the operation of a schoolhouse and the business judgment necessary to buy them advantageously. Besides, the competitive character of the school supply business obviates excessive prices.

When some school official somewhere has made an unwise purchase, there are those who want to introduce reforms whereby all school officials must come under some form of strait-jacket rule. The paternalistic idea is championed. Someone must assume the prerogatives of the school officers and act as a father over them all.

A few years ago the writer made a study of the school supply business as conducted in Germany. He found that it was customary there to clothe some commission with arbitrary powers to select and purchase all school supplies. The head of the commission was an autocrat. The local school authorities had no choice in the matter but to accept what was given them. One of the school supply magnates boasted to the writer that even a suggestion would be deemed presumptuous and a reflection upon the mighty man who ruled the roost in the matter of school supplies.

Such methods are not conceivable in a country like our own where the self-assertive and democratic spirit prevails. And yet the State of California enacted a law last winter whereby it is made compulsory on the part of all school districts, with the exception of the first, second, and high school districts, to accept such school supplies as the County Superintendent may purchase for them. The purpose here is to obviate unwise purchases and to cause a money saving.

It has been observed that here and there school officials may have been lax in meeting their obligations, but it does not argue that the time has arrived when every prompt and businesslike school official must be brought under a paternalistic system. It does argue, however, that some state or county authority must caution, as is done in other matters of school administrative effort, to exert promptness and expedition. If mere caution does not prove effective it is time enough to inaugurate rules. The negotiations between buyer and seller usually find their own adjustments. The man who does not pay his bills usually finds it difficult to make advantageous purchases. Sooner or later the lesson comes to every man that the rules of modern business cannot well be violated.

The fact remains that American school administration does not tolerate the paternalistic spirit. The very mission of that administration, which prepares for citizenship in a self-governing nation, calls for principles and practices which recognize the doctrine of self-determination. The democratic idea is fundamental and must first be inculcated in the schools. Surely the idea cannot be ignored in the administration of such schools, and thus violate the spirit upon which the republic is founded.—*American School Board Journal.*

Actual demonstrations of work being done in the schools of Shasta County, given by children of the rural schools under the direction of their teachers, featured the conference of rural teachers held in the auditorium of Redding Grammar School January 28. The conference was attended by seventy-six teachers and others interested. The meeting was the most successful from the point of attendance, work done and interest displayed, that has been held in the county, according to Mrs. Ethel Saxon Ward, rural supervisor, who presided.

Ground will be broken soon for the new Vine Hill School, near Martinez, to be erected at a contract price of over $10,000. The two-room brick school will replace the old one-room school which has served the Vine Hill district for many years.

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GARAGE ADJACENT

The Cannibal Islands and Curriculum Making

A few years ago when the writer of this column took his first trip to the Hawaiian Islands a fond New England aunt wrote him in all sincerity that she hoped he would escape the cannibals. Apparently, all far-away islands looked alike to this aunt, and all were inhabited by cannibals. The dear woman was immediately written of the culture and refinement of the Hawaiian Islands and of the fact that the 49'ers in California not only got their vegetables from Hawaii, but to these islands sent their daughters for higher education and refinement. And now if the good woman were living, she would get a clipping from the January number of the "Hawaii Educational Review" which reads as follows:

"Over seven hundred of our teachers are enrolled in the extension classes studying the problems of curriculum construction. The aim of this course is to introduce the teachers to the problems of the curriculum, and to give them an appreciation of the 'new' curriculum, the curriculum which we hope is coming. The elementary course of study committee has established the policy of ceasing to make changes in the existing course of study, and concentrating on the creation of a different type of curriculum for the guidance of those who wish something different. It is hoped that the extension classes will lead to an increasing demand for a different type of guidance as far as the curriculum is concerned.

"The question, 'How can we do something along the line of the activity curriculum?' is already being asked. We need every bit of help we can get if we are to answer this question at all. This new book on curriculum making ('Curriculum Making in an Elementary School') by the elementary school staff in Lincoln School, Teachers College, is therefore very timely. It is practical. It is helpful. It describes the activities engaged in by different groups in Lincoln School. We see the activity initiated, carried on; the utilization of all kinds of materials and interests; the leading-on qualities of the activity, and the way it is guided by the teacher. The activities described may or may not be ones which we will wish to initiate; they may or may not fit our needs here, but we can get help from the book, a great deal of practical help, if we wish to have any kind of activity program.

"Any teacher interested in the activity program will find in this book much that will help to answer the question, 'How shall we do this?' "

The article above quoted was written by Miss Helen Pratt, Assistant Director of Research, Territorial Department of Education, Honolulu.

New England, California, and all the states between, might well follow the example set by Hawaii. Seven hundred copies of CURRICULUM MAKING IN AN ELEMENTARY SCHOOL by the Lincoln Elementary School Staff have already been shipped to the Territorial Normal School in Honolulu by GINN AND COMPANY, the publishers, 45 Second Street, San Francisco.

James S. Tippett, the Chairman of the committee in the Elementary School responsible for the book, is to teach this summer at the University of California.

WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

IN ORDER that Pacific Grove could meet the requirements of other school systems of the same size, Principal R. H. Down has arranged his classes so that an eighth-grade class may graduate at the end of the mid-term. This graduating class will enter the high school in the middle of February. There will be twenty-eight girls and boys in this class. Graduating exercises will be held in the grammar school auditorium.

THE BOARD OF EDUCATION of Pacific Grove has selected Doctor R. C. Maine to serve as county health director. Doctor Maine is to institute a health program in the Pacific Grove Grammar School.

BONDS TO THE EXTENT of $35,000 have been voted in Dunsmuir for the new joint union high school building, on which work will soon begin.

TWO ADDITIONAL TEACHERS have been engaged to take care of additional registered pupils in the Manteca schools.

A MOVE to save rural school districts of Butte County hundreds of dollars annually was made recently when the County Board of Education adopted a resolution to standardize the purchase of school supplies for all county schools with the exception of Chico and Oroville. The action, as announced by S. P. Robbins, president of the County Board of Education, takes the power to purchase school supplies away from the rural schools and consolidates the buying power with the County Superintendent of Schools.

CONTINUANCE in the growth of the Calipatria population has been noted by C. R. Prince, Superintendent of Schools, who reports that attendance has reached the highest point ever noted in the city's elementary schools.

A GROUP OF PRINCIPALS from the elementary schools in Santa Cruz County met at a luncheon during January and decided to form the Elementary School Principals Association of Santa Cruz County. Officers were elected as follows: President, Miss Edith Fikes of Gault School; vice president, Mrs. Oliver of Felton; secretary-treasurer, Mrs. Elma G. Bradley of Corralitos.

AUTHORIZATION for creation of a junior high school district has been given in Manteca. Questions concerning the plan have still to be decided upon. Crowding in the elementary schools in Manteca has led to the adoption of the 6–6–3 plan, as well as the junior high school project.

NEW BIDS for the construction of the high school in Gridley will be called for this month. The last bids submitted were not satisfactory.

ENROLLMENT in excess of 1100 now exists in the Albany schools, where Melrowe Martin is Superintendent. Addition of a ninth-grade class in one of the schools is one step toward the movement for a local high school building.

THE CONSTRUCTION PROGRAM of the Oakland School Department resulted in the completion of twenty-five school buildings costing $2,970,960 during the year 1927, it has been announced by Don Rice, business manager of the board.

REVEREND B. F. BUTTS of Marysville has been placed in charge of the choral singing of the local high school. There are a number of additions to the faculty on account of adult part-time work, which has been made a feature of the school system, according to the principal, Curtis E. Warren.

JURUPA GRAMMAR SCHOOL in West Riverside was recently dedicated with appropriate ceremonies. E. E. Smith, County Superintendent of Schools, accepted the structure on behalf of the county office. The two teachers of the new school are Roy Wheatcraft and Mrs. Louise Bishop.

THE NEW SEMESTER in Corona found new schools and school additions ready for the pupils. The Jefferson School is one of the new buildings that is helping to accommodate increased attendance.

NEARLY THREE THOUSAND PUPILS are now enrolled in the Santa Rosa city school system, where Jerome O. Cross is Superintendent.

REPRESENTING a total expenditure of $34,000, the Lower Lake High School has just been completed. It is ready for occupancy and will accommodate 125 pupils. This substantial, concrete-walled building is the largest erected in the Lower Lake region in thirty years. It is situated on a beautiful tract of fifteen acres, recently purchased by the school board.

MCCLOUD HIGH SCHOOL of the Union District is to get improvements including a gymnasium at a cost of approximately $45,000. M. C. Harris is principal of the school.

MRS. BESSIE BOLTON, for several years principal of the Portola School, Redwood City, has resigned her position there and will spend the next half year in special work at the teachers' college.

CURTIS E. WARREN, principal of the high school and junior college, Marysville, traced the history of free education in a lecture course before his students recently.

THE NEW Woodrow Wilson Elementary School in Richmond is now occupied. It accommodates three hundred pupils and six teachers. Walter T. Helms is Superintendent of the Richmond schools.

MISS NANCY BERRY of Palo Alto has been added to the faculty of the Turlock High School, Turlock. LeRoy Nichols is principal.

J. D. SWEENEY, Superintendent of Schools of Red Bluff, is the author of an article entitled "School Days in Tehama County in Days Gone By." The article appeared in the Red Bluff *News*.

SCHOOL HEADS MEET

At a meeting of the high school principals of the high school central athletic district at the Lodi Union High School recently, a loose organization was effected with William Inch, principal of the Lodi High School, chosen as temporary chairman.

The following attended the meeting: Miss Alice Marsh, Esparto; E. R. Utter, Modesto; Superintendent Bradley, Modesto; Charles Bursch, Ione; J. C. Templeton, Hughson, C. F. Perrott, Ceres; Amos E. Clark, Escalon; R. H. Butzbach, Woodland; George C. Jensen, Sacramento; Superintendent C. C. Hughes, Sacramento; C. G. Fry, Denair; Leroy Nichols, Turlock; C. L. Gastineau, San Andreas; W. F. Young, Dixon; Mrs. Verne B. Brown, Ripon; A. F. Isensee, Nevada City; Fred Ellis, Stockton; Superintendent Ansel Williams, Stockton; O. F. Barth, Linden; George L. Linn, Manteca; William Inch, Lodi; Superintendent W. E. Wiley, Lodi; Vice Principal Maud Davis, Lodi; Mr. Miller, Grass Valley; J. R. Overturf, Sacramento.

A temporary committee was appointed to arrange the time and place of the next meeting and to select a topic for discussion. Mr. Inch named on this committee: George C. Jensen of Sacramento; Leroy Nichols of Turlock, and Fred Ellis of Stockton.

A committee was also appointed to study the relations which exist between the C. I. F. and the State Commissioner of Physical Education. This committee consists of E. R. Utter of Modesto, George I. Linn of Manteca, and W. F. Young of Dixon.

MODESTO ADDS FACILITIES

The Board of Education of Modesto has authorized the making of a survey and rough draft plans for a new building on the Modesto High School campus, to be used as a general assembly hall and gymnasium. The proposal for the new building was made by City Superintendent of Schools J. H. Bradley.

As outlined by him, the structure will cost about $20,000; $15,000 is appropriated in the present budget for building purposes, while the balance has been made available by economies practiced throughout the year.

Thus, it was explained, the building can be erected without the necessity of increasing the tax rate, and it will supply a long-desired facility.

Advantages of the building were listed by Bradley as giving a place where all of the students could assemble at one time, as well as an adequate gymnasium provided with locker and shower facilities to meet the needs of major sports.

CUSTODIANS ORGANIZE

As a result of the conference of Sacramento County school custodians held recently in Sacramento, an association of custodians was formed which will be affiliated with the Alameda County Public School Custodians Association and the California Public School Custodians Association. It is reported that every custodian in the northern county attended the meeting and joined the new association.

R. E. Gallway and C. C. Hughes, County and City Superintendents of Schools, respectively, of Sacramento, addressed the meeting, congratulating the custodians on their new organization and pledging their active support to the work of the new body.

The local men who attended the Sacramento meeting were: Lawrence Twoaxe, Oakland, president of the state association; Earl Torrance, Alameda, president of the Alameda County association; Charles A. Gove, P. Schwartz, Peter Smith, and Fred Watchers of Oakland; J. G. Bennetts, Arthur Leather, E. E. Rogers, and H. S. Ulrich of Berkeley.

W. M. Howland of Sacramento was elected president of the new association and automatically became a vice president of the California Public School Custodians Association, recently formed by Oakland men to raise the standards of school custodian service throughout the state. Both the Alameda and Sacramento County associations will send delegates to the second annual conference of the state association, which is to be held in Los Angeles in July.

CO-OPERATIVE PURCHASING

Acting under a law enacted by the last Legislature permitting the coöperative purchasing of school supplies, Superintendent of Schools William P. Hanlon has issued a call for bids to be opened on March 1 for furnishing standard school supplies to fifty-five elementary schools in Contra Costa County. The materials on which bids will be asked are designed to supply the schools for a year beginning from July 1. Hanlon estimated that awards totaling between $7000 and $8000 will probably be made.

The Contra Costa Board of Education, with Hanlon, has designated the types of school supplies desired and lists are being furnished to supply houses.

High schools of the county are permitted to participate in the coöperative purchasing plan if they desire, and several have already given Hanlon participation notice.

Hanlon, one of the sponsors of the coöperative purchasing law, believes that the plan will result in a considerable saving to taxpayers.

By careful planning the number of small sections of Modesto High School has been reduced from seventy-seven last semester to twenty-seven this term, which means economy, E. R. Utter, principal, declared in a report submitted to the Board of Education recently. Greater thought has been given to guiding pupils in the selection of their studies, and an outline of courses was prepared for their benefit when midyear registration started, the report says. It also notes that more attention is being paid to the agriculture department.

The Amador County Trustees Institute held in Jackson January 26 was well attended by trustees and teachers from all parts of the county. It was the first of its kind for many years. Sabra R. Greenhalgh, County Superintendent, presided.

There are now five hundred children enrolled in the Indio Grammar School, and it has been necessary to employ another teacher. Miss Kathryn Sumner Clark has been appointed the thirteenth teacher on the staff of this school.

A program of special education for handicapped children in the Oakland schools has been adopted by the Oakland School Board, and the policy will be placed in execution as soon as the necessary funds become available.

ABOUT BOOKS

This Earth We Live On, by Elizabeth W. Duval; illustrated by Percival C. Wharton: The fact that stories that are true can be just as charming as fairy tales or other products of the imagination, is being recognized more today than at any other time. School texts become more attractive and appealing each year. Now, it seems, the publishers for the trade are seeing this and meeting the situation. So, in "This Earth We Live On," there is a collection of the most charming of factual stories written by a mother who was teaching her child. The mother wanted "color, variety, life," and this book fulfills such a purpose. The stories are short, interesting, simple. The illustrations are also simple, but so artistic and attractive that even the person who casually picks up the book takes a second look. Fifty of the pictures are colored. The type is large and the volume has the appearance and appeal of a picture-story book—with many times the value of such a work! It is to be recommended for school and library use, though it was written for a treasure book for the home. **To the boy or girl who sends the best answer to this question, WHY DO YOU LIKE THIS BOOK? written in two hundred or less words, before May 1, 1928, will be sent a prize.** (Frederick A. Stokes Company, 443 Fourth Avenue, New York. Price $3.)

South America, A Geography Reader, by Isaiah Bowman, director of American Geographical Society, formerly assistant professor of geography, Yale University, and with an introduction by Richard Elwood Dodge, former professor of geography, Teachers College, Columbia University: Countries, people, habits, customs, industries, climate, rivers, stories of the life of the people—all of these and more are interestingly told in this volume, written by an authority who gathered the material first hand. The volume is suitable for upper elementary grades and junior high schools, as well as a contribution to general reading and reference work. (Rand, McNally & Co., 559 Mission Street, San Francisco, Cal.)

Equipment and Supplies, Nursery–Kindergarten–Primary: The pamphlet lists all approved furniture, constructive materials, toys, pictures, and books for nursery school, kindergarten, and primary grades; also the names and addresses of publishers, manufacturers, and distributors, and the prices of most of the articles. Suggested equipment for a nursery school of twenty children is outlined, also for a kindergarten of thirty-six children and a primary grade of the same size. This publication is the result of two years' study and research by the committee on equipment and supplies. (International Kindergarten Union, 1201 Sixteenth Street Northwest, Washington, D. C. Price 50 cents a copy; in lots of twenty-five or more, 35 cents.)

English Literature, Writers' and Literary Forms, by Helen Hopkins Crandell: The purpose of this high school book is to furnish such facts as will assist the student to grasp the nature of any literary form he is approaching for the first time. History and development of literary forms are traced and individual contributions are presented. Books are listed for supplementary reading. The book offers, with its lists, an intensive study.

(Globe Book Company, 175 Fifth Avenue, New York. Price $2.)

SPELLING NOTEBOOK As An Aid To Individual Study, by Henry Carr Pearson: Trial Tests, Dictation Tests, Final Tests, and My Troublesome Words are the four main divisions of this notebook. (American Book Company, 100 Washington Square, New York.)

THE NATURE ALMANAC, A Handbook of Nature Education, by Arthur Newton Pack and E. Laurence Palmer: Here is a volume, month-by-month material, state-by-state material, club material, suggestions, references, that every teacher who is interested in nature, garden, and club work of any variety will gladly welcome. Boy Scouts, Camp Fire Girls, Woodcraft, Audubon Society, radio material and suggestions, are all included, with a wealth of suggestions and information. (The American Nature Association, published by J. B. Lippincott Company, East Washington Square, Philadelphia, Pa.)

ACTING PLAYS FOR BOYS AND GIRLS, by Patten Beard: This small volume contains plays and suggested music for the same, and familiar characters are utilized. The plays are seasonal and lend themselves to special-day production. (Beckley–Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price $1.25.)

SOME LITTLE PLAYS AND HOW TO ACT THEM, by Mary E. Whitney: Here is a book of twenty plays made from stories that children know, including such tales as "The Boy and the Echo," "The Dove and the Ant," etc. The material is practical and appeals directly to the children, emphasizing the dramatic possibilities that may be carried out in the schoolroom. Aids for the productions are offered in the appendix. (Beckley–Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price 90 cents.)

THE JOLLY OLD WHISTLE and Other Tales, by Herschel Williams: Illustrated by Kurt Weise, this book is a lively presentation of twenty imaginative tales, each one with a different country as its locale. Characteristics of the people are caught, and so the atmosphere of various countries is imparted, though the tales are written for furnishing pure amusement. (Thomas Nelson & Sons, 381 Fourth Avenue, New York.)

FIFTY NUMBER GAMES, by A. E. Sample: Here primary arithmetic is made a great game and will furnish an interest and fun that will make figures a delight instead of a bugbear. (Beckley–Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price 85 cents.)

DOGS, by Julius King; illustrated by Charles Wellington Wessell: Here is the opportunity not only for the child to enjoy himself with his dog friends, but also to find out something about dogs. Though the verses are simplicity itself, they are valuable because each contains facts about the various types of dogs. A few lines of prose help to explain things, too. The illustrations are truly delightful, and combined with the verses make a useful and absorbing book. (Thomas Nelson & Sons, 381 Fourth Avenue, New York.)

FIELD CROPS, by Professor Etheridge: A very useful book for teachers, schools, and colleges. It is "two in one," with 390 excellent illustrations and six hundred pages of clear and concise reading matter. The author passed his manuscript through the best critical crucible minds of our country. The chapters on corn and diseases of corn are alone worth twice the price of the book to every real farmer. The agrarian question, as handled in Europe, has been a blighting cause for centuries, and its shadow is now upon America, so every contribution for its betterment should be welcomed. He who ruleth his ground well is greater than he who buildeth a city, for without the products of the land the cities could not be. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

THE COURTESY BOOK, by Nancy Dunlea: Believing that "good manners should be taught to very young children," the author of this book has written a "manners book" that can be understood and be useful to young folk. The book will prove useful to anyone who is training children, either at home or in school. (Beckley–Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price 75 cents.)

SCHOOL MARCHES AND RHYTHMS, by Edna Everett: This book is for gymnastic and interpretative dances. It contains suggestions for games, exercises, or rhythmic plays for children of all grades. (Beckley–Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price 90 cents.)

A CHILD'S BOOK OF SONGS, by Robert Foresman: Here is a delightfully illustrated book of simple songs for little children. It is the first of a method series. (American Book Company, 100 Washington Square, New York.)

PRINCIPLES OF BOOKKEEPING AND BUSINESS —ADVANCED COURSE, by C. E. Bowman and C. E. Percy. (American Book Company, 100 Washington Square, New York.)

A FIRST COURSE IN SPANISH AND SPANISH COMPOSITION AND GRAMMAR DRILL, by William E. Knickerbocker and America U. N. Camera. (American Book Company, 100 Washington Square, New York.)

WHEN GRANDFATHER WAS A BOY, by Carolyn Sherwin Bailey: True incidents, briefly told and each story containing ethical values, is the content offered by this book, which is suitable for school and supplementary reading. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

THE ADVENTURES OF CHIPPYBOBBIE AND HIS FRIEND MR. FIELDMOUSE, written and illustrated by Hawley Morgan: This small book is pretty; it is cute; and it is so full of imagination and fun that it is delightfully adapted to children who love animal antics and stories. The colored illustrations are full of life and charm for readers both young and old. This book is one of the Nelson "Little Color Books." (Thomas Nelson & Sons, 381 Fourth Avenue, New York. Price 50 cents.)

ANIMAL FROLICS, by Julius King: This author knows children and the kind of action and play that they enjoy. This is shown on every page of this book, which is also one of the "Little Color Books." (Thomas Nelson & Sons, 381 Fourth Avenue, New York. Price 50 cents.)

TEACHING AND PRACTICE EXERCISES IN ARITHMETIC, by Buswell and John: The purpose of this material is "to insure that only desirable habits shall be made permanent by drill." It is offered for grades three, four, five, and six. Addition, subtraction, multiplication, and division charts and a teacher's class record sheet per class accompany the work. (Wheeler Publishing Company, Harr Wagner Publishing Company, 149 New Montgomery Street, San Francisco. Each, 27 cents.)

ENGLISH FUNDAMENTALS, by Rannie B. Baker and Mabel Goddard: This book is for high

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schools and vocational schools. The book is a thorough treatment of the subject and contains basic material presented in definite, practical style. (J. B. Lippincott Company, East Washington Square, Philadelphia, Pa.)

Horace Mann Supplementary Arithmetic, Diagnostic and Corrective, by Hillegas, Peabody, and Baker: For elementary grades. (J. B. Lippincott Company, East Washington Square, Philadelphia, Pa.)

The Squirrel Tree, by Margaret J. McElroy and Jessica O. Younge: This 94-page book is a reader for children in the high first and second grades. As its name indicates it is all about squirrels and fun that children love. The stories are attractively illustrated. (The American Book Company, 100 Washington Square, New York.)

Long Ago in Gaul, by L. Lamprey: Though there is little real information concerning the "long ago" time of which these tales are written, still the author has been able to collect interesting material that, though the tribal customs described may not have existed at the same time, bear the stamp of that time as nearly as anything can, probably. Children enjoy harking back to these times, and they will find this volume replete with interest. The book is suitable for school and library for children in the upper elementary grades. (Little, Brown & Co., 34 Beacon Street, Boston. Price 75 cents.)

Books Received

The Nations of the World, A Pageant, by faculty of Public School 53, Buffalo, N. Y.; illustrated. (A. S. Barnes & Co., 67 West Forty-fourth Street, New York. Price $2.)

The Organization and Administration of Playgrounds and Recreation, by Jay B. Nash; illustrated. (A. S. Barnes & Co., 67 West Forty-fourth Street, New York. Price $4.)

A First Book in Chemistry, by Robert H. Bradbury; revised edition. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

Fundamentals of German, by Adolph E. Meyer. (Globe Book Company New York.)

The Buckingham-Osburn Searchlight Arithmetic, Books 1, 2, 3, by B. R. Buckingham and W. J. Osburn. (Ginn & Co., 15 Ashburton Place, Boston, Mass.; Book 1, 76 cents; Book 2, 76 cents; Book 3, 96 cents.)

Minimum Essentials of Mathematics, Ninth Year, by Daniel W. Werremeyer and Charles H. Lake. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.

Essaying the Essay, by Burges Johnson. (Little, Brown & Co., 34 Beacon Street, Boston, Mass. Price $1.)

Directing and Learning in the High School, by Walter S. Monroe; teacher training series. (Doubleday, Page & Co., Garden City, N. Y.)

Essentials of Junior High School Mathematics, Books I and III, by Hamilton, Bliss, and Kupfer. (American Book Company, 100 Washington Square, New York.)

New Practical English for High Schools, Second Course, by Lewis and Hosie. (American Book Company, 100 Washington Square, New York.)

Fundamentals of Business Organization and Management, by Cornell and MacDonald. (American Book Company, 100 Washington Square, New York.)

The Buckingham-Osburn Searchlight Arithmetics, Book IV. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

Curriculum Making in an Elementary School, by the staff of the elementary division of the Lincoln School of Teachers College, Columbia University. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

Le Voyage de Monsieur Perrichon, by Ralph W. Haller. (Globe Book Company, 175 Fifth Avenue, New York; 80 cents.)

Chemical Calculation, by Ernest L. Dinsmore. (Globe Book Company, 175 Fifth Avenue, New York; $1.20.)

Psychological Foundations of Teaching, by Helen L. Tonks. (Globe Book Company, 175 Fifth Avenue, New York. Price $1.67.)

A WORTH-WHILE BOOK

Practical orchardists as well as beginners in orchard and vineyard culture in Western America will find much of value in a new volume, "Practical Horticulture for the Pacific Slope," by H. K. Dickson, head of the agricultural department of the Kern County Union High School at Bakersfield, and Harry L. Holmes, instructor in horticulture and landscape design in the same institution. This book of more than three hundred pages was intended mainly as a textbook for high school students taking up agricultural study, but is packed full of information of usefulness to everyone interested in tree and vine planting. The clearness and simplicity of the style is one of the things that will commend the volume to the general reader, while it is comprehensive to the extent of covering about the whole range of conditions and problems encountered by Pacific Coast growers.—*Orchard and Farm.* (Harr Wagner Publishing Company, San Francisco. Price $2.50.)

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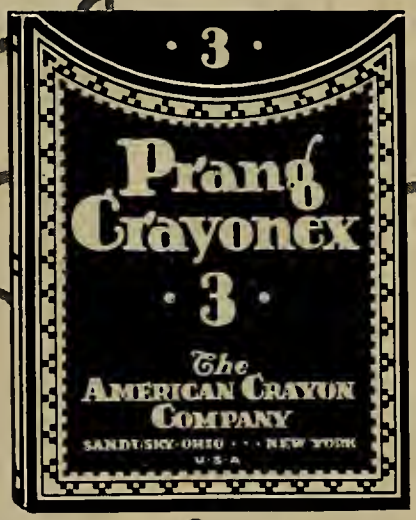

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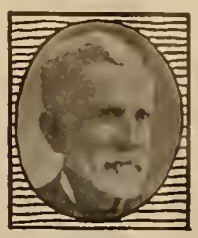

MARCH, 1928

Doctor Joseph Marr Gwinn,
Superintendent of Schools, San Francisco, retiring president of the National Education Association, and now first vice president of that organization.

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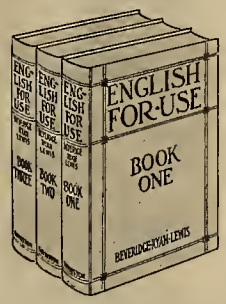

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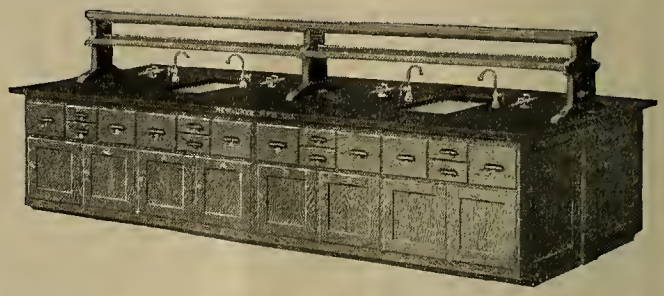

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Vol. XXXIV, No. 3 San Francisco, March, 1928 Price, 15 Cents

FIFTY-EIGHTH ANNUAL MEETING, DEPARTMENT OF SUPERINTENDENCE, NATIONAL EDUCATION ASSOCIATION

By W. M. Culp

The Fifty-eighth Annual Meeting of the Department of Superintendence of the National Education Association, held at Boston, Mass., February 25, 26, 27, 28, and March 1, 1928, was considered by many the greatest educational meeting in the history of education of the United States. Joseph Marr Gwinn, City Superintendent of Schools of San Francisco, president of the Department of Superintendence, guided this great demonstration in education. President Gwinn was splendid as presiding officer and in his ease of speaking at the many functions concurrent each day. His tact of saying the right thing at the right time, his genialness, his diplomatic finesse, were never shown to better advantage. Californians expressed pride in having such a man as Superintendent of one of its large cities.

The meeting was great because of the hospitality accorded the visiting educators by the people of Boston. Even the weather was unusual! Bright, clear, snappy sunshine predominated. The mere fact that the first day was the coldest within the last four years made more effective the welcome of the Bostonians and New Englanders. Jeremiah E. Burke, Superintendent of Schools of Boston, chairman of the general executive committee on arrangements, and Payson Smith, Commissioner of Education for the State of Massachusetts, with a most efficient committee of thirty-nine prominent New England educators, saw that each one was comfortably accommodated and inveigled into the historic atmosphere of Boston and its environs.

The meeting was great because of the numbers in attendance; it was greater in the caliber of the men and women attending. Never in the history of education has so much publicity in regard to an educational conference been written. The conferring of a life membership in the National Education Association upon Mrs. Evangeline Lodge Lindbergh, and the presence of her distinguished son, Colonel Charles A. Lindbergh, at the event, had focussed the eyes of the entire United States upon Boston.

As President Gwinn stated: "Education has arrived in the United States of America, when it is necessary to employ 450 policemen to keep people from overcrowding an educational meeting." Twenty-thousand people were present at the various meetings and ten thousand were registered.

The meeting was great in the features of its program. President Gwinn and Sherwood D. Shankland, executive secretary of the Department of Superintendence of the National Education Association, had made strategic use of this meeting in New England, the home of many of our nation's highest institutions of learning. They had drafted upon the programs the presidents of more than thirty of the greatest colleges and universities in the United States. From more than twenty of the leading departments of education of our universities and teachers' colleges came over fifty professors of education.

The convention program roster read like an educational blue book. Ada Louise Comstock, president Radcliffe College; A. Lawrence Lowell, president Harvard University; Ellen T. Pendleton, president Wellesley College; James F. Angell, president Yale University; W. H. P. Faunce, president Brown University; Lotus D. Coffman, University of Minnesota; Charles H. Judd and W. W. Chartes from Chicago University, W. W. Kemp from the University of California, John C. Almack from Stanford University, William H. Kilpatrick from Columbia University, and so on.

The program was purposely dominated by the higher institutions of learning. President Gwinn and the board of directors of the Department of Superintendence were desirous of the establishment of a department of higher education within the association ranks. This meeting was for a furtherance of that idea.

Fourteen departments of the National Education Association were in session at this Boston Department of Superintendence. The educators in attendance represented nineteen million school children of the United States. Eighty-two meetings were scheduled; 450 speakers were on the program. The sessions were held in as many as twenty-seven different places throughout Boston and Cambridge. Even the knowledge of native Bostonians was tested in regard to their knowledge of local geography. There were sixty-one breakfasts, luncheons, and dinners; thirty-five hundred children from the schools of greater Boston gave educational demonstrations, and thirteen and one-half tons of literature were handed out to the educators.

Miss Cornelia S. Adair, president of the National Education Association of Richmond, Va., the first classroom teacher ever president of this great association, lent her charming presence to the meeting. She was busied constantly in conferences over the summer meeting of the National Education Association that is to be held in Minneapolis.

The election of Doctor Frank D. Boynton, Superintendent of Schools of Ithaca, New York, for president of the Department of Superintendence for the coming year was uncontested. Other officers chosen uncontested were Doctor Joseph Marr Gwinn, the retiring president, for first vice president; Frank S. Pickell, Superintendent of Schools, Montclair, N. J., for second vice president; and Paul C. Stetson of Dayton, Ohio, won over David A. Ward of Wilmington, Del., W. W. Borden of South Bend, Ind., and A. L. Threlkeld of Denver for the vacancy on the executive committee.

J. W. Crabtree, secretary of the National Education Association, was honored at several dinners during the convention. Mr. Crabtree has been in charge for eleven years. In that time he has seen the N. E. A. membership rise from some seven thousand people to more than 170,000, which is now 19 per cent of the 891,000 teachers available for membership in the association. The Department of Superintendence has a membership of 3114, or 43 per cent membership out of a possibility of 7284 persons eligible.

Doctor A. E. Winship, editor of the *Journal of Education*,

was accorded great honor. His Boston Convention Number of the *Journal of Education* was a welcome souvenir of the meeting. Miss Isobel R. Lay, managing editor of the *Journal of Education*, was hostess for three days at afternoon tea in the *Journal of Education* booth in the Mechanics Exhibition Building.

CALIFORNIANS had a place on the program. Miss Helen Heffernan, chief of the division of rural education, State Department of Education, Sacramento, Cal., was one of the most prominent speakers on the rural education programs. One address was in regard to "Supervision." At a section meeting of the department of rural education, Miss Heffernan acted as chairman and gave an excellent talk on her subject, "Status of Teachers in the One-Room Schools of California." In the grasp of her understanding of rural education, Miss Heffernan is ranked high in the United States.

TO MISS ADA YORK, County Superintendent of Schools, San Diego, Cal., went the honor of being the only County Superintendent of Schools on the program from west of the Rocky Mountains. Miss York is a New Englander, a native of greater Boston, and a speaker of rare facility. Her subject was "Equalization of Opportunity for the Country Child Through Proper School Supervision." Miss York is a member of the committee on resolutions of the Department of Superintendence.

WALTER T. HELMS, Superintendent of Schools of Richmond, Cal., is chairman of the board of tellers of the Department of Superintendence.

AT A MEETING of the section on coöperative part-time industrial education, Nicholas Ricciardi, State Commissioner of Vocational Education, Sacramento, Cal., addressed the meeting on "The Pacific Coast Coöperative Courses."

ARTHUR S. GIST, principal of the Frick School, Oakland, Cal., president of the department of elementary school principals, presided at the meetings of his department and at the three breakfasts held.

AT A MEETING in which "Differentiating and Expanding the Secondary School Curriculum" was considered, Arthur Gould, Assistant Superintendent of Schools of Los Angeles, Cal., discussed "Differentiating Curricula for Pupils of Different Levels of Ability."

MRS. SUSAN DORSEY, Superintendent of Schools of Los Angeles, at the sixth general session, addressed the meeting on "The Relation of the Public Schools to Higher Education." At a section meeting on industrial education for girls, Mrs. Dorsey considered the problem from that of the Pacific Coast.

JOHN C. MCGLADE, Deputy Superintendent of Schools, San Francisco, took part in the discussion of the "Job of the City Assistant or District Superintendent."

IN THE MEETING held by the directors of research in public schools, Fred M. Hunter, Superintendent of Schools of Oakland, Cal., had as his topic "What the Superintendent Expects of a Research Department."

WILLIAM F. EWING, Assistant Superintendent of Schools, Oakland, Cal., discussed "The Four-Year Public Junior College."

CALIFORNIA AND STANFORD universities were represented by three professors each. From the University of California were W. W. Kemp, dean of the School of Education; C. E. Rugh and Fletcher Harper Swift of the School of Education. From Stanford University came John C. Almack, professor of education; W. F. Durand, member National Advisory Council for Aëronautics, and Lewis M. Terman, School of Education. Doctor W. W. Kemp was the president of the National Society of College Teachers of Education. On the evening that Mrs. Evangeline Lodge Lindbergh was honored, W. F. Durand of Stanford spoke on aëronautical education. John C. Almack of Stanford was on the program four times. He discussed the problem of "Senior High School Teachers and Supervision." Another topic was "Better Understanding of Creative Activities in the College Classroom." "The Growth of Principals in Service From the Standpoint of the Professional Institution" was a third, and a fourth had as its theme "The Problem or Case Method of Teaching Courses in Education."

H. B. WILSON, former Superintendent of Berkeley schools and now director of the National Junior Red Cross in the United States, is still considered a Californian who has just entered upon educational work in a larger field.

WILLARD W. BEATTY, Superintendent of Schools of Bronxville, N. Y., is a Californian who has migrated eastward. Mr. Beatty is a graduate of the University of California of 1913 and was lately Assistant Superintendent of Schools at Winnetka, Ill. At Bronxville, Mr. Beatty is carrying on a far-reaching experimental program.

THREE COUNTY SUPERINTENDENTS OF SCHOOLS of California were in attendance at the convention. They were Miss Ada York of San Diego, A. S. Pope of Santa Barbara, and Mark Keppel of Los Angeles.

GEORGE C. KYTE, assistant professor of education at Michigan, was another Californian present who, to Californians, is just on a temporary leave of absence to a Midwestern institution.

ALFRED ESBERG of the San Francisco City Board of Education was an interested visitor at many of the educational meetings.

SAN FRANCISCO was represented by a delegation of seven, including Superintendent J. M. Gwinn. Present were Miss Miriam Eisner, representative of the grade teachers as regional director west of the Rocky Mountains; Mrs. Viola Kelly, president of the San Francisco Classroom Teachers; J. C. McLade, Deputy Superintendent; W. H. De Bell, Deputy Superintendent; W. J. Drew, principal of Mission High School, and C. W. White, principal of the High School of Commerce.

Exhibits at the Department of Superintendence of the Tools of Education

THE MECHANICS BUILDING, Boston, served as an admirable place both for meetings and exhibits of the tools of education. The Exhibit Hall was directly adjacent to the auditorium seating 6500 persons. The three floors of the exhibit space opened upon the same levels as the auditorium.

This is the eleventh year that S. D. Shankland, secretary of the Department of Superintendence, and Harold A. Allan, business manager of the N. E. A., have had charge of placing exhibits. Their work is now so systematized that they run off a convention with the speed of a track meet. The exhibitors, with their association, coöperate to the greatest degree with Mr. Shankland and Mr. Allan.

At this year's meeting, 361 firms displayed school material and equipment running into the millions of dollars. The placement of this material was a tremendous task. One hundred and two men were employed in placing the exhibits. Twelve electricians made ready for broadcasting programs. Forty-eight transfer men were busy bringing in shipments. Thirty-seven vanloads came in at one time.

An estimate of the cost of placing the exhibits to the exhibitors is in the neighborhood of $15,000; that of the cost to the visiting Superintendents, $1,000,000; that of the N. E. A., $35,000.

S. D. Shankland, secretary of the Department of Superin-

tendence, figures that Superintendents cannot afford to stay away from this annual meeting. He reasons that in the exhibits alone a visiting educator is likely to pick up ideas and knowledge of school equipment that will save his school many thousands of dollars. As it is in the realm of exhibits, so it is in that of educational procedure. A Superintendent is apt to learn of some advancement in school administration that will save time and consequently add to efficiency.

The articles displayed ranged from motor busses, for carrying children to school, to the most modern type of pen. Motion pictures of activities in schools throughout the country were unreeled almost continuously. Crowds thronged the building.

Forty-one book companies displayed their latest publications. The Harr Wagner Publishing Company of San Francisco, the only publishing house of school texts on the Pacific Coast, made an impression upon the many New England educators in attendance. W. M. Culp of San Francisco was present, assisted by the company's three New England representatives, J. B. Taylor, J. Clement Bushnell, and H. Lehman Bushnell.

Selden C. Smith, manager of the Pacific Coast office of Ginn & Co., was at the convention. Ginn & Co. made an impression with the educators by holding open house at their offices and by showing the people through their manufacturing plants.

Richard Smith, son of Selden C. Smith, a recent graduate of Dartmouth College, is at present going through the various departments of Ginn & Co. for the purpose of gaining an idea of the business. Later he will go in the selling end in Ohio and eventually take a position out of the San Francisco office.

Little, Brown & Co. was another Boston concern that, under James McDonald, salesmanager of school publication, played host to visiting schoolmen. The Educational Publishing Company was also a local host.

Book companies exhibiting were as follows:

D. Appleton & Co.; Arlo Publishing Company; P. Blakiston's Son & Co.; Bobbs–Merrill Company; Milton Bradley Company; Bruce Publishing Company; The Class Room Teacher, Inc.; F. E. Compton & Co.; Comstock Publishing Company; Dodd, Mead & Co.; Doubleday, Page & Co.; Educational Publishing Company; Expression Company; Ginn & Co.; Gregg Publishing Company; The Grolier Society; Hall & McCreary Company; Hinds, Hayden & Eldredge; Houghton, Mifflin Company; Iroquois Publishing Company; Laidlaw Brothers; Laurel Book Company; Little, Brown & Co.; Longmans, Green & Co.; The Macmillan Company; McIndoo Publishing Company; McKnight & McKnight; Mentzer, Bush & Co.; Nelson & Sons; Noble & Noble; F. A. Owen Publishing Company; Oxford University Press; Pioneer Publishing Company; Quarrie & Co.; Rand, McNally & Co.; Southwestern Publishing Company; The University of Chicago Press; University Publishing Company; Harr Wagner Publishing Company; The John C. Winston Company; World Book Company; Wheeler Publishing Company. The Printaprimer Company of Santa Barbara, of which A. S. Pope, County Superintendent of Schools, is the head, had an exhibit and did a flourishing business.

McKnight & McKnight, publishers of textbooks of Normal, Ill., had an exhibit adjacent to that of the Harr Wagner Publishing Company. W. W. McKnight, Isabel McKnight, and W. W. McKnight, Jr., were present at the meeting. The Harr Wagner Publishing Company is now Pacific Coast agent for the McNight & McKnight publications.

The Spice of the Program of the Boston Meeting

For the first time in the history of the meetings of the Department of Superintendence, a general session was held for the consideration of aëronautical education for the public schools of the United States. This session was the last on the program and the culmination of a week of stirring events. As a climax, Colonel Charles A. Lindbergh was present to see his mother honored by the Department of Superintendence, and as the first speaker on the program he stressed the future possibilities of aëronautical development.

Mr. and Mrs. Joseph Marr Gwinn of San Francisco were hosts at a breakfast at the Coply Plaza to Mrs. Evangeline Lodge Lindbergh and Miss Maud Dawson, a companion teacher of Mrs. Lindbergh in the Cass Technical Detroit High School.

Mrs. Evangeline Lodge Lindbergh and Miss Maud Dawson were conveyed to Boston from Detroit in a United States Army trimotor plane piloted by Lieutenants Albert P. Hegenberger and Harry Johnson.

A capacity crowd of 6500 saw the presentation of emblem and life membership in the National Education Association to Mrs. Evangeline Lodge Lindbergh by President Joseph Marr Gwinn. The presentation occurred at the last general meeting of the Department of Superintendence. At this session music was furnished by the Boston Public School Symphony. W. F. Durand, member of the National Advisory Council for Aëronautics, Stanford University, spoke on "Aëronautical Education," outlining the aims of the Guggenheim Foundation for the furtherance of aëronautics. An address titled "Education in the Development of Aëronautics" was delivered by William P. MacCracken, Assistant Secretary for Aëronautics, Department of Commerce, Washington, D. C., in which he gave a splendid tribute to Mrs. Lindbergh and her son.

Entrance to this meeting was limited to members of the Department of Superintendence. There was room for only part of them to attend.

Two thousand newsboys of Boston wished to form an escort for Mrs. Lindbergh in order to see the ceremony, but it was deemed inadvisable. The American Legion of Boston also offered an escort. The Harvard Stadium could have been filled for the event.

The taxi drivers of Boston treated the visitors with true Yankee Christian fortitude. It was noteworthy how they frequently got lost in the maze of the streets! It was impossible, apparently, to make a trip of a few blocks without running around in a circle for a mile or so.

Departmentalized knowledge is a thing of the past, according to Harold O. Rugg of Teachers College, Columbia University.

At a meeting of the department of curriculum construction, the idea gained was that our modern curriculums should be based on a concourse of the great symphonies of life; that it makes no difference what you study, just as long as you have a theme of great potentiality into which material from all fields of knowledge can be drawn.

The week previous to the meeting of the Department of Superintendence, the auditorium of the Mechanics Building was the spot in which the Boston Dog Show was held. The adjacent exhibit palace was the scene of the New England Hardware Dealers' Exhibition. We hate to draw analogies, but there were some striking resemblances. One week we saw dog fanciers putting terriers, shepherds, fox hounds, wolf hounds, and bull dogs through their paces. The next week in the same place we find educators parading ideas of pedagogical contours; some were graceful, glistening with the brilliance of the Chow; some had the tenaciousness of the Boston Terrier; some were surly like the Snausers; others were of Airedale friendliness. And even in the hall containing the exhibition of the tools of education there was a comparison. Someone remarked that some of us were peddling a lot of hardware and calling it education. So is the way of life, even in Boston.

A. Lawrence Lowell, president of Harvard University, at the first general session, dropped a bombshell in the convention, the thunder of which reverberated throughout the whole week. Doctor Lowell gave aid and comfort to taxpayer leagues and nonbelievers in wholesale public education by declaring that our high school instruction costs too much, that it is inefficient, and lays a two-year burden of preliminary education upon the colleges. He stated that students under our present system enter productive work at a later age than necessary. He said that the work of the elementary and high school should be completed two years sooner.

William McAndrew, late of Chicago, was of the same opinion as to the fact that our high school education costs too much.

DOCTOR FRANK D. BOYNTON, Superintendent of Schools of Ithaca, N. Y., and the next president of the Department of Superintendence, was most strenuous in his opposition to these ideas.

ONE HUMORIST interpreted the high cost of secondary education in this way: He was showing a visitor their magnificent $900,000 high school plant, in course of construction, that was costing $1,250,000. The visitor viewed the superb edifice and said: "Very magnificent, but why so many statues at the top of the building?" The home-towner, looking, said: "Oh, those are not statues; they are bricklayers."

AT THE BANQUET of the exhibitors' association of the Department of Superintendence, William McAndrew pulled a fast one. His topic was "Exhibit A." The assembled six hundred thought "Exhibit A" was a heart-to-heart revelation of the Chicago battleline; instead it was an admirable address, in which Mr. McAndrew spoke of the salesman himself as "Exhibit A" of the product he was selling.

PRESIDENT JAMES R. ANGELL of Yale took an opposite stand in regard to education from that of President Lowell of Harvard. In his address at a general session his remarks caused almost continuous applause.

The California Breakfast

AT 7:30 A. M., the morning of February 27, 1928, 118 Californians and ex-Californians gathered together in the dining-hall of the Hotel Brunswick for an appetizing breakfast. Roy Cloud, the able secretary of the California State Teachers Association, had made excellent arrangements.

Mark Keppel was toastmaster and was in rare form. Wit and repartee were in evidence to greater degree than at many previous sessions. William John Cooper, Director of Education for California, was humorous.

Doctor A. E. Winship had words of wisdom and praise for California. He said that if the time should ever come when he did not desire to travel in California, then he would like to die, but he would like to die in Massachusetts. H. B. Wilson came back at Doctor Winship in the next speech by saying, that in that event Doctor Winship would forever more be in California. Joseph Marr Gwinn made some gracious remarks in regard to the convention. Fred Hunter and Mrs. Susan Dorsey were heard in more serious vein. Mrs. Dorsey eulogized the strength that was back of the people who first settled New England. Dean Woods of the University of California spoke a few words.

Among those present at the California Breakfast were the following:

Miriam D. Eisner, Western director Classroom Teachers, N. E. A., San Francisco; Julia L. Hahn, elementary supervisor, San Francisco; Mrs. J. M. Gwinn, San Francisco; M. C. Baldone, Atlanta, Ga.; Marguerite L. Lwellyn, Pittsburgh, Pa.; C. W. White, San Francisco; Ralph W. Swetman, Humboldt State Teachers College; Nicholas Ricciardi, Sacramento; James M. Wood, Stephens College, Columbus, Ohio; John C. Almack, Stanford University; John W. West, Pasadena; E. S. Evenden, Teachers College, Columbia University; Fred M. Hunter, Oakland; L. W. Bareter, Y. M. C. A. College, Chicago; Mrs. Vira Georgeson Ferguson, New York; Caspar W. Hodgson, New York; Ritchie C. Linitte, San Francisco; Selden C. Smith, San Francisco; R. E. Green, Fullerton; F. F. Martin, Santa Monica; Paul Stewart, Santa Barbara; Leroy Galpin; Mrs. M. D. Graff, Lake Placid Club, New York; Mrs. Susan Dorsey, Los Angeles; Alvin E. Pope, Trenton School for Deaf; Mr. and Mrs. C. W. Roadman; Miss Helen Heffernan, Sacramento; John W. Hall, Reno; B. D. Billinghurst, Reno; A. K. Allen, Houghton, Mifflin Company, San Francisco; Carol D. Johnson, Milton Bradley Company, San Francisco; Louise D. Tessin, Milton Bradley Company; Viola S. Kelly, San Francisco Classroom Teachers; F. E. Favington; C. C. VanLiew, Macmillan Company, New York; A. R. Clifton, Monrovia; A. H. Chamberlain, San Francisco; Doctor A. E. Winship, Boston; Mark Keppel, Los Angeles; J. M. Gwinn, San Francisco; B. M. Woods, Berkeley; William John Cooper, Sacramento; O. S. Hubbard, Fresno; Frank W. Hubbard, Washington, D. C.; V. Kersey, Los Angeles; Emily G. Palmer, University of California; Edith Weir, University of Southern California; T. C. Morehead, Macmillan, San Francisco; W. T. Helms, Richmond; H. W. Jones, Piedmont; W. W. Kemp, University of California; J. E. Rewell, Columbus, Ohio; H. T. Spencer, San Francisco; R. D. White, Glendale; Charles C. Hughes, Sacramento; Fred T. Moore, Silver-Burdette, San Francisco; W. L. Stuckey, Huntington Park; E. L. Cole, Chico; Forrest V. Routt, Alhambra; George C. Bush, South Pasadena; L. E. Plummer, Fullerton; F. A. Henderson, Orange; Elizabeth L. Woods, Los Angeles; St. Claire R. Lindeley; R. B. Moore, Columbus, Ohio; Mary Sinclair Crawford, dean of the University of Southern California; Mary Newton Keith, dean of the University of Redlands; Mrs. Edna Rich Morse, Boston; Mrs. Mildred C. Pyle, Santa Barbara; Clyde S. Yerkes, Teachers College, Columbia University; William F. Ewing, Oakland; Willard E. Givens, San Diego; Neva Galbreath Givens, San Diego; Willis E. Johnson, San Diego; M. A. Gauer, Anaheim; A. H. Sutherland, Los Angeles; Charles A. Sheldon, Los Angeles; C. E. Keyes, Oakland; William J. Drew, San Francisco; W. H. De Bell, San Francisco; Christine Jacobsen, Los Angeles; Florence Tillman, Oakland; A. S. Pope, Santa Barbara; Grace S. Perham, Honesdale, Pa.; Charles A. Weideman, University of Nebraska; Bernard R. Higley, Portsmouth, Ohio; W. S. Small, University of Maryland; Ada York, San Diego; H. B. Wilson, Washington, D. C.; Roy W. Cloud, San Francisco; George C. Kyte, University of Michigan; Laura F. Hollinshead; Bruce A. Findlay, Los Angeles; Mrs. E. I. Fisher; Irene I. Fisher; Esther A. Dayman; Harriet Hayes; David Bureham; Melvin Neel; Everetta Neel; Mr. and Mrs. W. C. Stephens, Long Beach; G. Derwood Baker; Arthur Gould, Los Angeles; George Moyse, Glendale; D. K. Hammond, Santa Ana; C. L. Phelps, Santa Barbara; R. J. Leonard; Sigma E. Hazelthorn; W. M. Culp, Harr Wagner Publishing Company, San Francisco.

THE PRESS OF BOSTON covered the convention in detail and with greater fullness than has been customary at late meetings of the Department of Superintendence. The expected arrival of Colonel Charles A. Lindbergh, late in the week, and that of his mother by airplane from Detroit, the first part of the session, focussed the eyes of Boston upon the convention.

SCHOOLS INVITED TO SEND FLOWERS

THE SIXTH ANNUAL FLOWER SHOW of the California Spring Blossom and Wild Flower Association will be held in Native Sons Hall, 414 Mason Street, San Francisco, on Wednesday and Thursday, April 11 and 12. Those desiring to exhibit must place their displays on Tuesday, April 10. There will be prizes of silver cups and of flower books for the best exhibits of cultivated flowers of amateur growing and of native blossoms.

The schools of the state have sent collections of wild flowers to the previous five shows. They are invited to coöperate in making this sixth show superior to any that have preceded it.

Further instructions will be furnished by communicating direct with the California Spring Blossom and Wild Flower Association, 414 Mason Street, San Francisco.

Any school wishing to send an exhibit must have it arrive on Tuesday, April 10. Pack securely in damp newspapers, and enclose in a box, and mail by special delivery to the Flower Show, 430 Mason Street, San Francisco. The postage will be returned to the school. There are a number of silver cups offered for the best displays from schools, and several books on flowers of the state.

Prizes are offered for the following: Cultivated flowers, bulbous plants, irises, pansies, pelargoniums, primula obconica, roses, sweet peas, succulents, columbines (new prize), wild flowers; displays from home gardens, country estates, garden clubs and societies, and garden sections of general clubs; something new in flowers, harmonious arrangement of flowers in receptacles, and the best rock garden (new prize).

This exhibition is open to all amateur lovers of flowers, whether the flowers are from a large estate, a small garden, or a window box. The working motto of the association is: To promote the cultivation of flowers—Conserve the flora of the state—To give an annual flower show in San Francisco.

Katherine Chandler, author of "As California Wild Flowers Grow" and of other books, is president of the association.

THE CHILD should dictate to his teacher, not by verbal command, but by his very nature, as a garden plant just by being a plant dictates to the gardener what he shall do for it.—*D. W. La Rue in "The Nation's Schools," February, 1928.*

RURAL SUPERVISORS MEET AT MODESTO

By Louise Reinhold Lynch
Supervisor of Students' Public Schools, San Francisco State Teachers College

Miss Helen Heffernan, chief of the division of rural education, Department of Education, Sacramento, Cal., met with the supervisors of the South San Joaquin Valley and with the school supervisors of the Bay Section. This meeting took place at Modesto, Saturday, February 11. Seventy-seven supervisors and Superintendents were present, representing eighteen counties in the state.

The meeting was called primarily to hear a discussion on a phase of educational philosophy which may be a turning point in the development of rural schools in California.

It is generally known that Miss Heffernan has established the demonstration rural school at Woodbridge, Cal. Under the enthusiastic supervision of Mrs. Tene Cameron, Mrs. Edna Orr James, rural supervisors of San Joaquin County, and Mrs. Erma B. Reese, principal of the Woodbridge School, an unusually fine program has been worked out during the past year. An attempt has been made to apply the principles of the Frederic Burk system to the teaching of the tool subjects of the curriculum, while at the same time a rich social program has been worked out for the teaching of the subjects which demand a high degree of socialization.

The meeting at Modesto was called primarily to discuss the technique and problems of individual instruction. Individual instruction is in harmony with the modern philosophy of education, which emphasizes the growth of the child.

Individual instruction is primarily self-instruction in which the responsibility for progress is placed upon the shoulders of the pupils. This in turn means the growth of the child.

The speakers of the day were members of the faculty of the San Francisco State Teachers College, who were also guests of honor: Miss Mary A. Ward, dean of women at the San Francisco State Teachers College and director of the summer school; Miss Effie B. McFadden, author of the McFadden English Series; Miss Hilda Holmes, psychology department, and Miss Cecilia Anderson, supervisor in the Burk Training School, San Francisco State Teachers College.

The subject of the speakers was "Adapting the Rural Schools to the Needs of the Individual Child." The speakers were well qualified to speak on this subject, as it has been one of their major interests since 1912 and 1913, when Doctor Frederic Burk revolutionized the system in his own training school and started his experiment of individual instruction (Monograph C). Outstanding among the leaders in the preparation of material for this experiment were Miss Mary A. Ward and Miss Effie B. McFadden.

Miss Ward spoke on the arithmetic phase of the experiment, and explained the use of materials, tests, mastery of the subject, and the goals. She pointed out the increased pupil responsibility, which in turn released the teacher's responsibility (Monograph C). The units in the course of study should be made small enough for the child to visualize. The program must necessarily consider the needs of the individual child.

Miss Hilda Holmes spoke on the psychological phase of adapting the program, and the importance of seeing the problem in the beginning. Physical adjustments, environment, clubs, and home influence were discussed. There is less waste of time and fewer discipline problems (Monograph C).

The system of individual instruction develops a self-marking system. The child himself notifies the teacher of his readiness to take the test. This is checked quite accurately by a system of records and tests which were worked out to meet the needs of the Frederic Burk Training School at the San Francisco State Teachers College.

Miss Cecilia Anderson demonstrated the records, charts, and the technique of the system as applied to the present problems of the Frederic Burk Training School. Progress charts, pupil charts, and teacher charts were demonstrated and discussed.

Miss Effie B. McFadden, in summarizing, related all the talks to the philosophy of education which underlies individual instruction, variations in pupils, and the right of every child to grow to his maximum capacity. She also explained the use of her English Series with manual, which has recently been adopted by the state for use in the seventh and eighth grades.

The local committee, under the enthusiastic leadership of A. Gordon Elmore, gave the visitors a hearty welcome, with a banquet at the Hotel Hughson, after which the meeting took place at the hotel.

ANNUAL MUSIC CONFERENCE

The State Board of Education has called the music conference to meet this year at Fresno on the second, third, and fourth of April. Because of the central location of the meeting place, and because of the conference being scheduled for Easter Week, when many school systems have the spring vacation, a large attendance is anticipated.

Headquarters for the conference will be maintained at the Hotel Californian, where all sessions of the conference will be held. The recognition by the State Board of Education of the importance of music in the public school by granting the privilege to secondary school pupils of graduating with music as a major subject, presents a problem in the definition of the high school major of significance to all music teachers in the secondary field. This topic will be fully discussed by the conference.

CHARACTERISTICS THAT CHILDREN LIKE

Of 6404 themes on "My Best Teacher," written by pupils in schools of Cleveland, Ohio, by assignment of the elementary supervisor, to determine what present-day school children like best in their teachers, 5118 mentioned traits of character, 3621 had to do with teaching ability, 1896 with discipline, and 262 with personal appearance. The statement that "She did not scold" was made by 555 pupils; and the teacher's participation in different school activities was mentioned by 603 pupils. High school students emphasized a sense of humor.

CLASSICAL MYTHS THAT LIVE TODAY

By Frances E. Sabin

"I hope that the book will be adopted in the schools, not only in Los Angeles, but also over the United States. I should be glad to recommend it."—*Josephine Abel, Classical Center, Los Angeles.*

"It is a most attractive book, presented in a scholarly way, and fills a distinct need."—*Welcome A. Tilroe, Assistant Professor of Latin, University of Southern California.*

JUNIOR FRENCH

By Louis J. A. Mercier

"After reviewing several texts, I selected this one because it provides excellently for drill in oral French, yet not to the exclusion of the necessary written exercises. I am sure that the stories will interest my students."—*Mary E. Rakestraw, Montourville, Pa.*

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A PLAN OF INDIVIDUAL INSTRUCTION

By ESTELLA B. CULP

Assistant Superintendent and Supervisor of the Mountain Schools of Fresno County

[MRS. CULP has had wide experience in teaching and in administrative positions in the rural schools of Nebraska, South Dakota, and Wyoming. She succeeded Miss Helen Heffernan as rural supervisor of Kings County when Miss Heffernan became State Commissioner of Elementary Schools. She is now doing a very effective piece of supervision in the mountain schools of Fresno County, where she has introduced the individual method of instruction. This type of work has not increased the teacher load and has given the children a much richer and freer program than that found in the average isolated school.—EDITOR.]

THIS PLAN of individual instruction, which has been worked out in a teachers' club in the mountain and foothill schools of Fresno County, is being tried out as an experiment in sixteen schools in that portion of the county.

Estella B. Culp

I. *The Purpose of the Plan.*

1. To relieve strain of overcrowded curriculum.
   (a) To the teacher.
   (b) To the pupil.
2. To correlate subjects.
3. To combine classes when possible.
4. To provide for individual differences.
   (a) The slow pupil.
      1. Much time has been given.
   (b) The accelerated pupil.
      1. Too little effort to enrich curriculum to meet his needs.
5. To facilitate the teaching of the Fresno County Manual.

II. *Plan of Work.*

1. A contract or credit plan has been worked out whereby a pupil receives a definite number of units for each piece of work as it is completed. On this plan a pupil can go his own gait and yet receive definite instruction along the lines of fundamentals. Thus each pupil can receive all he can take and the teacher not be overcrowded with recitations.

Each subject in the manual is arranged along a three-standard basis. These are called minimum, average, and honor.

When a pupil enters a grade he consults with his teacher and parents before he signs his contract. During the first year the plan is in operation, all children are signing a minimum contract. The minimum contract carries with it the essential requirements of a grade, so that a pupil who fulfills his contract may be promoted to the next grade. This is not done, however, unless a pupil is over age.

If a pupil is at age in his grade he is encouraged to test his metal and see if he can finish either average or honor work. As the plan actually works out, a pupil may be receiving credit in minimum, average, and honor work at the same time in some subjects.

A pupil is not encouraged to rush through the grades into high school before he is old enough to go, but to take the work of the enriched curriculum so that he will be developing and learning habits of industry in whichever grade he may be working.

2. The work in the county manual has been evaluated on a unit basis. This is necessarily an arbitrary evaluation. One hundred units was chosen as the maximum for honor work because parents are used to having report cards sent to them on the percentage basis and one hundred is readily understood to represent the highest achievement in any subject. Most of the subjects receive thirty-five units of credit for minimum, thirty-five for average, and thirty-five for honor work. The reading, however, differs with the different grades, according to the number of books required for each grade, and the difficulty of the subject-matter. Some readers receive as high as ten units of credit, while others receive as low as two units.

A special report card has been arranged for this type of work. On the back of the card appears the pupil's contract, the parents' contract, and the number of units the pupil is required to earn in the grade in which he is working. The units are placed after the name of the subject so the parent may know at any time how the pupil is checking up on his contract.

The face of the report card is divided into squares. Each square is equivalent to five units of credit. Starting at the bottom of the card these are arranged in the order of minimum, average, and honor, with the names of the subjects placed horizontally across the top of the card.

The report card is kept in the form of a graph and the graph is drawn in colors. The minimum is represented by black or brown as typical of the soil in which things grow. The average is graphed in orange, the honor in yellow, and the superior in royal purple.

There is one row of squares at the top of the card, just under the names of the subjects, which is called superior. This is to take care of any child who does some outstanding piece of work, such as winning a penmanship certificate or honors in a contest, or any other activity which the honor units do not take care of.

These report cards are kept in triplicate. The child has a card for his own. He may take it home at any time he cares to.

Starting at the left-hand side of the card and reading across to the right, the tool subjects appear first, then the social sciences, and last the other school activities. By this arrangement it is easy to get an idea of the strength and weaknesses of a child by a glance at the graph which represents his work.

The teacher group has worked out evaluation sheets for each grade so that all schools which are doing this work will have the same requirements and the same standards for judging the work.

The school is divided into five working groups: the first grade as group one, the second grade group two, the third and fourth grades group three, the fifth and sixth grades group four, and the seventh and eighth grades group five.

A daily program has been worked out which tells each group the various activities for the day.

Grades one and two follow the work as outlined in the manual step by step. They recite every day. For the remaining grades the teacher prepares demonstration lessons which cover the major objectives of the week's work. These demonstration lessons are given on Monday for all grades to hear. Every child is invited to listen to the demonstration lessons. An attempt is made to capitalize on what was formerly frowned on.

Children in the same room listen to grades other than their own when interesting work is being given. The teachers are encouraged to make the demonstration lessons sufficiently interesting so that the lower grade work acts as a review for upper grades. If the demonstration lessons in the upper grades are not interesting enough to hold the attention of the lower grade children, they are given seat work so that they are busy and happy while the demonstration lesson is being presented.

On Tuesday and Wednesday the children do follow-up work at their seats. The teacher, being liberated from recitations, is able to give individual instruction where it is needed. The demonstration lesson takes care of the ordinary child in the grade. The individual instruction helps the weak pupil to do the minimum work. The seat work that is provided allows the average and honor pupil to do all the work he is capable of doing, and get credit for it accordingly.

In this way there will be no failures or no retarded children, for each child has only his own record to beat. If a child is subnormal he is passed on from group to group without the stigma which comes from being branded as a failure. If he works to his capacity limit, that is all that is required of him.

On Thursday all the work is conducted orally. Every school activity that can be socialized is introduced on Thursday. The reading is oral, dramatizations are given, as well as the memory work for the week. All school club meetings are held on Thursday. Special emphasis is placed on the formalized, socialized recitation. All subjects which can be correlated, such as history, geography, reading, agriculture, and English, are presented in form of a formalized socialized recitation.

Friday is test day. Every child is given a test in every subject on Friday. His grades are recorded and he is ready for a

PUBLIC LIBRARY

fresh start on Monday. If he does not do well on the test, the teacher diagnoses his case right then, and the difficulty is adjusted. These tests are the new type tests. Some of these are made by the teachers.

A teacher's duty first of all is to teach, next to test to see if her teaching has been well done, and then follow up with a diagnosis of the troublesome cases. This eliminates unnecessary anxiety on the part of the pupil and parent and relieves the teacher from the strain that comes when part of the class is doing failing work.

To facilitate the teaching of this plan this teachers' club has worked out a syllabus for each subject for each month in the school year. The syllabus not only contains a bibliography of the material that it deals with for the month, but also well worked out plans and projects, so that the teachers and pupils can work with ease along the lines indicated.

Each teacher makes twenty-five copies of her syllabus on a shipirrograph and these copies are exchanged at the teachers' club about the fifteenth of each month.

As many schools did not open until about the fifteenth of September, the syllabus is given out about the middle of each month.

The children in this group of schools take all the standardized tests that are given to the other school children in the county, and in this way a basis of comparison is established between the schools that are carrying on the work on an individual instruction plan and those comparable schools that are working on the more commonly used plans.

FORMER TEACHER WRITES OPERETTA

Leslie Egan, formerly a teacher in the San Leandro, Cal., schools, and now a composer of music for children, has written an operetta, "The Golden Hour," which will be produced in the Oakland schools in the near future under the direction of Elsa Gilson. The operetta is light and fanciful, and when the dolls come to life, the real, live children who are taking part, as well as witnessing the performance, are delighted with the production!

This operetta calls for about twenty-four children, but the author has arranged it in such a way that the number included in the cast may be arranged according to the children available. This is one of the features that will lend to its popularity among teachers.

The material is in one act, and production is simple, as it calls for scenery and costumes that can be easily made into a school project.

Mrs. Egan, the author, has appeared a number of times on radio station KGO, and has sung a number of her own compositions. She frequently assists Ruth Thompson with her children's hour work on Monday afternoons at KGO, General Electric radio studios.

CALIFORNIA PUBLIC SCHOOLS WEEK

California Public Schools Week will be observed this year with the week beginning April 23, according to Vaughan MacCaughey, secretary, 508 Sheldon Building, San Francisco. The object of the week is to inform the public, including taxpayers and parents of children, of the status and progress of the public schools of California.

Special items for the year 1928 include character education, school costs, school curriculum and requirements of modern life, what the most progressive schools are doing, and societies which aid the school.

School groups, educators, organizations, and individuals will assist in preparing programs of unusual merit, it is said.

Twenty days of sick leave each year are allowed teachers in Saskatoon, a city of Saskatchewan Province, Canada. The sick leave amounts in ten years to a school year; and if unused for that purpose, the teacher may take a year's leave of absence and receive 60 per cent of the salary, provided at least half the year is spent in study and self-improvement.

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NEWS AND COMMENTS

MARK KEPPEL, Superintendent of the Los Angeles county schools, has passed the quarter-century mark in service to the Los Angeles county schools, and in service to the schools of California. His service has been efficient and far-reaching. He has worked for both children and teachers. He has stood for and is responsible for a lengthened school year, increased salaries for teachers, equal educational opportunities, retirement allowances, better financed school systems, and for high professional standards so that the best may be given to both teachers and children. Mark Keppel is one of the optimists of the educational world who can exact the best, for he expects it. He declares that "people are becoming cleaner, saner, happier, and better."

THE *Journal of Education* on February 20 issued a "Boston Convention Number" of some sixty-three pages. This number made interesting reading, told educators where to go when in Boston, made readers acquainted with the excellent program planned by Joseph Marr Gwinn, Superintendent of the San Francisco schools and president of the Department of Superintendency of the National Education Association. And it made the readers acquainted with books, people, and displays. Doctor A. E. Winship and his staff are to be congratulated upon such a helpful and pleasing contribution.

Ina Donna Coolbrith

INA DONNA COOLBRITH, poet laureate of California, died recently at the age of 83 years, in Berkeley, Cal. It was just seventy-seven years ago that Miss Coolbrith, then a slip of a girl, rode into California over the high Sierra on Jim Beckwith's horse. She had come from her home town of Springfield, Ill. The remainder of her life was spent in California. Thus, according to Aurora Esmeralda, she may be defined as a California writer, for she was "re-born here." Miss Coolbrith was strongly identified with the early history and with the great writers of the Golden State—she helped to build its literature. Among her close friends were Bret Harte, Mark Twain, Edwin Markham, Ambrose Bierce, Joaquin Miller, Charles Warren Stoddard, Jack London, Frank Norris, Gertrude Atherton, and George Sterling. She wrote for California's early publications—*The California Weekly, Overland Monthly, and Golden Era.* Her "Songs From the Golden Gate" was one of the volumes of verses that won wide recognition for her.

Miss Coolbrith passed on after a life of unselfish service. Though she supported members of her family by teaching and by library work, though her days were full of the ordinary trials of existence, still she saw beauty and still she sang of it as a natural expression of herself, to the inspiration of thousands. From her life we can all glean a lesson of service. We can be glad that Ina Coolbrith lived and gave us of herself. And teachers can pass on to the children, in the schoolrooms of California, something of the beauty and encouragement that was shed by Ina Donna Coolbrith. She wrote very words of truth about herself when she sang:

All the birds' sweet melodies
Linger in these songs . . .

No Californian can resist the feeling of sadness that comes with the news of the passing of this much-loved poetess. She seemed to be a connecting link between the past and the future:

The pioneer band is fast passing,
Yet their spirit will linger for aye.
The work and foundation they builded
Was not made to crumble away;
But will stand as a monument to them,
And their brave, dauntless spirit of old—
The true heart, the quick hand, the kindness
Are to us far dearer than gold.

It is wrong to be pessimistic as to what the future of California's literature is going to be—all building is better for a firm foundation, and all can see clearer when a beacon light points the way—and California has its foundation and its beacons.

Children learning of Ina Donna Coolbrith, children reading her lilting songs, cannot help but rise to the spirit and beauty of them. And who can gauge the results of such an example and of such beauty?

Those words that Miss Coolbrith wrote upon the death of Helen Hunt Jackson are fully appropriate to her own work. And though the spell of her presence may not now exist, we have her songs and the memory of her beautiful life:

What songs found voice upon those lips,
What magic dwelt within the pen
Whose music into silence slips,
Whose spell lives not again.

IT IS INTERESTING to note that a number of the Superintendents' bulletins that arrive at the editorial offices of the WESTERN JOURNAL OF EDUCATION contain some of the same subject-matter. That means the matter is of general interest and importance. One item calls the attention of educators to the fact that a state bird is to be chosen for California. This indicates that children will be studying birds with even more interest and learning more of them, their habits, beauty, songs, and their natural habitat. And this is the season of the year when birds can be studied. Choosing a bird that is typically Californian will be an interesting, as well as perhaps a difficult, undertaking. It is to be hoped that a bird that is as much loved and as appropriate as our California flower, the poppy, will be chosen.

The second item is self-explanatory and should be heeded. In the majority of communities there are parks, or places where children can fly kites and enjoy the outdoors without their games being a menace to the public:

"The following communication from H. N. Carroll, manager San Francisco division, Great Western Power Company, indicates a source of danger from the flying of kites. We would ask principals to give heed to this matter and issue necessary directions to obviate the danger:

"We have experienced considerable trouble in past years due to the entanglement of kites or kite tails with electric power lines. We will greatly appreciate your coöperation during the present kite-flying season to the end that the pupils of your schools be warned of the serious consequence which may result from the contact of kites with electric power lines—such as interruptions of service with the attendant loss of time in factories and the inconvenience caused to commercial and domestic establishments. Please accept our appreciation of the past coöperation of your office in this matter, and permit us to thank you in advance for your assistance this year."

Highway Safety Clubs

SCHOOL TEACHERS of the United States have been urgently requested to coöperate in a national campaign designed to reduce the number of child lives lost on the street and highway each year. The annual number of casualties involving school children now reaches the alarming total of 250,000, with the annual fatalities surpassing 7000.

The principal causes of accidents to children are playing in the street and crossing intersections in violation of traffic regulations. School teachers are asked to deliver a series of short talks on highway safety, explaining the necessity for the observance of traffic regulations and warning the child against playing in the streets. Teachers may render a real service through the devotion of an hour or more each week to lessons in safety, and by tactfully securing the interest of the pupils in the problem of highway safety.

Starting October 1, every school teacher is urged to devote at least one hour each week to the safety education of the pupils. The first effort should be to get each to sign the safety pledge issued by the American Road Builders Association, Earle Building, Washington, D. C., in return for which the child will receive a membership card in the Highway Safety Club. This card will be furnished by the association without cost to each signer of the pledge. The American Road Builders Association is an organization devoted to the cause of good roads and the welfare of pedestrian and motor traffic. The association is not organized for profit, and is conducting this campaign to fill a great public need.

Teachers Seek Improvement

Of 845,000 teachers, principals, supervisors, and administrative officers in public elementary and secondary schools of the United States in 1926–27, 377,462 were enrolled in summer schools during the past summer, according to figures recently compiled by the National Education Association. Of these, 247,227, or 29.2 per cent of the total number of school men and women of the country, were enrolled in teacher training or education courses. The largest proportion enrolled from any one state was 62.5 per cent from Colorado; Alabama came next, with an enrollment of 56.2 per cent; Oklahoma stood third, with 45.4 per cent; and Tennessee fourth, with 42.5 per cent of the teachers of the state enrolled in courses for professional improvement.

One Abuse of Books

The editor of the *Quarterly* essays to point out one abuse of books that is well known and too widely practiced where practiced at all. He refers to the mimeographing of copyright material from textbooks and the distribution of the material for the use of pupils—a practice he once observed even within the walls of a university. A case in point will illustrate what is sometimes done.

In a high school where there has been meager provision of music books and where the supervisor is ambitious for the success of her department, the supervisor lifted page content bodily from copyrighted music books of several publishers and had it mimeographed and distributed to the pupils for their use. This was a plain violation of the copyright laws of the United States and nothing short of petty pilfering. Besides, the plan had no virtue even in economy. A high-salaried supervisor's time and energy and the cost of mimeographing outweighed any saving to the school. Music books should have been provided in the first place, and then they would have been available for other classes through a long term of years, and there would have been no petty larceny committed in the name of education.—*Editorial in the "California Quarterly of Secondary Education."*

News Notes

Harr Wagner, president of the Harr Wagner Publishing Company, editor of The Western Journal of Education, and author of a number of books, has been seriously ill for several weeks. He is now convalescing at the Franklin Hospital, San Francisco. It is expected that Mr. Wagner will be well enough to resume his usual duties some time in April.

Horace G. White, manager of the P. Blakiston Son & Co., Philadelphia publishers, spent several weeks in California recently. He visited in San Francisco and gained an impression of Western business. The Harr Wagner Publishing Company represents the P. Blakiston Company on the Pacific Coast.

One of the Eastern publishers who was in the West recently was George Palmer Putnam. Besides his connection with the G. P. Putnam's Sons publishing house, Mr. Putnam is a noted explorer and has spent some time in the Baffin Bay region. He was the guest and speaker at a number of interesting affairs, including being the guest of honor at the Commonwealth Club and at the Booksellers Association. Mr. Putnam's son is the author of "David Goes Voyaging" and other books.

A national survey of radio education in the schools, conducted under the leadership of Olive M. Jones, former president of the N. E. A. and principal of one of the schools of New York City, revealed that there is a large majority in favor of a "school of the air." Miss Jones is deeply interested in radio education. The Payne Foundation has consented to furnish funds for further work. A national committee has been appointed to help in the investigations, and it is expected that some positive move will be made soon which will definitely establish radio work in the hands of educators rather than in the hands of a commercial group.

Mrs. Ruby Owens is now rural supervisor of the Santa Cruz County schools. She was appointed by County Superintendent Edna H. Young and is filling the vacancy created by Mrs. Mabel Balzari.

The book, "Practical Horticulture on the Pacific Slope," by H. K. Dickson, head of the agriculture department of the Kern County Union High School, Bakersfield, Cal., and Harry L. Holmes of the same faculty, was off the press November 1 and is already proving popular and useful. The book is published by the Harr Wagner Publishing Company. Demand comes chiefly from the high schools of the West.

The health institute for teachers which was held recently in Los Angeles was considered a success. A large number of physicians added their help and knowledge to the meetings.

The high school principals' convention will be held at Long Beach, Cal., April 2–April 6.

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Margaret Snell Hall affords accommodations of charm for women at low cost. The commodious men's gymnasium and pool and the new Women's Building afford unsurpassed recreational facilities. The general out-of-hours program provides for entertainment and social living. Bulletins, illustrated booklets, and a series of Vocational guidance booklets will be sent upon request.

Registration fee of $10 admits to all regular courses;
$10 extra for Rockne's work

Write for Bulletin to Dean M. Ellwood Smith,

DIRECTOR OF SUMMER SESSION
OREGON STATE AGRICULTURAL COLLEGE
CORVALLIS, OREGON

A Message to

CLERKS OF SCHOOL DISTRICTS
PURCHASING AGENTS
SCHOOL TEACHERS

When Making Your Book Orders

To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save you time and also the time of those who place the orders.

This list is of advertisers in the Sierra Educational News. Further details of their publications may be obtained by consulting their advertisements in the magazine—or write to the Sierra Educational News for desired information.

Whenever possible buy from the firms who advertise in your magazine —the Sierra Educational News.

Directory of School-Book Publishers, 1928

A. B. C.—American Book Co.....121 Second St., San Francisco
Appleton—D. Appleton & Co.....149 New Montgomery St., San Francisco
Arnold—The Arnold Co., Inc.....331 N. Charles St., Baltimore
Barnes—A. S. Barnes & Co.....7 W. 45th St., New York City
Bradley—Milton Bradley Co.....554 Mission St., San Francisco
Brief—Brief English Systems, Inc.....200 Madison Ave., New York City
Century—Century Co.....353 Fourth Ave., New York City
Churchill—Churchill-Grindell Co.....Platteville, Wisconsin
Compton—F. E. Compton & Co.....60 California St., San Francisco
Crocker—H. S. Crocker Co., Inc.....565 Market St., San Francisco
Crowell—Thomas Y. Crowell Co.....393 Fourth Ave., New York City
Dodd—Dodd, Mead & Co.....734 Pacific Bldg., 821 Market St., San Francisco
Eldredge Entertainment House, Inc.....Franklin, Ohio
Ginn—Ginn & Co.....45 Second St., San Francisco
Gregg—Gregg Publishing Co.....Phelan Bldg., San Francisco
H. McC. Co.—Hall & McCreary Co.....430 So. Wabash Ave., Chicago
Hoffman—Ruth Crocker Hoffman.....580 East Eighth St., Riverside
Houghton—Houghton Mifflin Co.....612 Howard St., San Francisco
Iroquois—Iroquois Publishing Co., Inc.....Syracuse, New York
Johnson—Johnson Publishing Co.....Richmond, Virginia
Kuhn—Samuel O. Kuhn.....Box 70, Station J, New York City
Lippincott—J. B. Lippincott Co.....2244 Calumet Ave., Chicago
Little—Little, Brown & Co.....34 Beacon St., Boston
Lyons—Lyons & Carnahan.....221 E. 20th St., Chicago
Macmillan—Macmillan Co.....350 Mission St., San Francisco
Manual—Manual Arts Press.....Peoria, Illinois
Merriam—G. & C. Merriam Co.....Springfield, Massachusetts
Merrill—Chas. E. Merrill Co.....1308 Burbank Ave., Alameda
Neville—Neville Book Co.....525 Market St., San Francisco
Nystrom—A. J. Nystrom & Co.....45 Second St., San Francisco
Owen—F. A. Owen Publishing Co.....554 Mission St., San Francisco
Palmer—A. N. Palmer Co.....55 Fifth Ave., New York City
Rand—Rand McNally & Co.....559 Mission St., San Francisco
Ronald—Ronald Press.....525 Market St., San Francisco
Sanborn—Benj. H. Sanborn & Co.....3835 W. 28th St., Los Angeles
Scott—Scott, Foresman & Co.....149 New Montgomery St., San Francisco
Silver—Silver, Burdett & Co.....149 New Montgomery St., San Francisco
Stanford—Stanford University Press.....Stanford University
Swetland—Swetland Publishing Co...658 Chamber of Commerce Bldg., Los Angeles
Syntactic—Syntactic Book Co.....2088 Lunt Ave., Chicago
Technical—Technical Book Co.....525 Market St., San Francisco
Wagner—Harr Wagner Publishing Co.....149 New Montgomery St., San Francisco
Weber—C. F. Weber & Co.....601 Mission St., San Francisco
Wiley—John Wiley & Sons, Inc.....525 Market St., San Francisco
Winston—John C. Winston Co.....149 New Montgomery St., San Francisco
World—World Book Co.....149 New Montgomery St., San Francisco
Zaner—Zaner-Bloser Co.....Columbus, Ohio

SIERRA EDUCATIONAL NEWS

508 Sheldon Building, San Francisco

Official Publication California Teachers Association

SCHOOL CLUB PROJECT

THE H6 GRADE of the Lowell School, Fresno, Cal., under the direction of Mae Ducey Kern, recently made a box of valentines for the children at the Nutritional Home. The class has a club called the Junior Citizens Club, which meets every Friday during the social study period. The purpose of the club is to work toward good citizenship. At every meeting the members try to think of some good deed they can do. It was during one of these meetings that the suggestion was made to make valentines for the children of the Nutritional Home.

Committees were appointed by the president to make the box, to look over and make a selection from the valentines brought in, and to obtain the names of all the children at the home. All the members of the club were instructed to make or make over valentines and hand them to the collecting committee.

During a language period a class letter was written to the children telling them of the club, of its purpose, and how all the members enjoyed helping get the box of valentines ready.

On February 13 all was completed, and a lovely box containing a nice valentine addressed to each child was delivered, along with the letter, to the home by a member of the club.

SHASTA COUNTY NEWS ITEMS

SHASTA COUNTY, under the direction of County Superintendent of Schools Bertha Merrill, is carrying on a forward-looking program in curriculum building.

Teachers are being organized into committees and are working with the Board of Education in framing a new course of study for the county schools.

Doctor A. J. Hamilton of the University of California is director of curriculum in Shasta County. He gives a university extension course in elementary curriculum for the teachers who meet every Saturday morning, and in the afternoon he works with committees and the Board of Education on their course of study.

Shasta is one of the few rural counties in the state to try out this coöperative plan of building a course of study, and she is to be congratulated on the earnest and progressive spirit of her teachers and administrators.

COUNTY LIBRARY HISTORY

"HISTORY OF THE LOS ANGELES COUNTY FREE LIBRARY, 1912–1927," is the name of a pamphlet recently issued by the Los Angeles County Library. This comprehensive work traces in an interesting manner the entire history of the library, of which Celia Gleason was first librarian and which Helen E. Vogleson now heads. Branches, methods, business, features—all are explained minutely.

A CALENDAR OF SHIPS

A CALENDAR OF SHIPS is the name of an attractive calendar published by the Milton, Bradley Company. Two months are allowed to the page, and so there are six reproductions in beautiful color of ships of history. An explanation of each accompanies the calendar. The ships included are Old Ironsides, The Macquarie, Sally of Salem, A Gloucester Fisherman, The Potosi, and The Fantome.

WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.]

Woods Grammar School at Woodbridge, Sacramento County, Cal., has been selected by Miss Helen Heffernan, chief of the state division of rural education, as the most ideal for demonstrating some of the modern methods of education. As a result the State Department of Education has conferred upon the school the honor of being the best eight-room rural school in California. The school is managed by five teachers and a principal. They are Mrs. Irma B. Reese, principal; Mrs. Tessie V. Allen, Mrs. Irene G. Holmes, Mrs. Ella Kirk, and Mrs. Donald McKay. They are all married and some of them have small children of their own.

John Vasconcellos has been appointed to the post of vice principal of the Centerville, Cal., Grammar School by the Board of School Trustees.

A second high school for Berkeley, Cal., to be located in the northern part of the city, loomed as a possibility recently with the appointment by the Board of Education of a special committee to study the situation, particularly in reference to population and a possible site.

A. R. Heron, California State Director of Finance, has approved plans for a ten-year building program for the Chico State Teachers College, Chico, Cal., which promises to make the institution one of the most modern educational plants in the state. The plans have also been approved by the State Department of Education.

That the City Board of Education, Chico, Cal., contemplates within the very near future the construction of a new grammar school building to care for the rapid increase in enrollment in the city schools was indicated at a recent meeting when a proposition to purchase six additional lots was accepted.

The trustees of Ravenswood School District have purchased three acres of land on Oak Street, adjoining Menalto Park, San Mateo County, Cal., on which a substantial building is to be erected shortly. This growing locality is in need of more school facilities.

Construction of the new primary schools for Watsonville, Cal., as soon as possible has been assured by an overwhelming vote of 779 for the $125,000 bond issue, carrying it with only 104 votes opposed.

The Colusa County Schoolmasters' Club is unique in that it is an organization of the men teachers of the county which meets every month to discuss educational problems. The club enrolls no women teachers, has no constitution, and collects no dues. Attendance at all the meetings is nearly 100 per cent.

The American Valley School District, near Santa Rosa, Cal., recently voted an $8000 bond issue for the erection and furnishing of an elementary school.

The Kosk Creek and Cayton school districts were ordered transferred back to the Fall River High School District from the Shasta Union High School District by the Board of Supervisors recently. The districts returned to Fall River are valuable timber lands which have a high taxation value, but practically no school children within its boundaries.

A plan providing for high school teachers to visit schools in other cities has been outlined by Principal Sherman L. Brown of Chico, Cal. According to the arrangement, each teacher of the high school will visit some other school during a week day and gain the benefit of observation of methods. The plan will be without cost to the school district.

All Oakland teachers elected to teach in the local public schools after July 1 will be placed on three years' probation, it was decided recently by the Oakland Board of Education upon the recommendation of Superintendent Fred M. Hunter. This extends the period one year.

The first meeting of the teachers of the elementary schools of Tehama County for 1928 was held in February at the Lincoln School under the direction of Superintendent Paul Henderson and his assistant, Mrs. Eddie Long. Speakers included Josephine Murray, Miss Carter, and Mrs. L. S. Norris, of Tehama County schools; J. C. Frye, Miss A. B. Bailey, county librarian, and J. D. Sweeney, City Superintendent of Red Bluff, Cal., schools.

The Northern California Agricultural Teachers' Convention, bringing together about sixteen schools and nearly forty instructors, was held recently at the Hotel Marysville, Marysville, Cal. Smith–Hughes agricultural teachers from north of Esparto to the Oregon line gathered also and were entertained by the Marysville staff of agricultural teachers and students. Short talks were given at the convention by Principal Curtis E. Warren; Julian A. McPhee, state supervisor of agriculture; A. G. Rinn, Professor Fred F. Griffan, Henry Skidmore, Bruce McMath, and Elton Lambert.

Fully one hundred teachers and trustees of Sutter County, Cal., were in attendance at the biennial convention of Sutter County school trustees, held in Yuba City in February. Important business matters were discussed and several resolutions submitted and adopted. Mrs. Minnie M. Gray, County Superintendent of Schools, presided at the meetings.

Commercial teachers who are planning to spend their summer in Southern California, and wish to improve their time by taking university courses in commercial education, will be glad to know that both the University of California at Los Angeles and the University of Southern California are going to offer courses in this field.

A bond issue of $60,000 was passed upon favorably by the citizens of the Chualar District, near Salinas, Cal. Work on the new school building, for which the money is to be spent, will be begun in the near future.

Harry Bessac, San Joaquin County School Superintendent, was guest of honor at the monthly session of the Tracy Teachers Asso-

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University High School,
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Published in February, 1928, this well balanced selection of classic and modern poems will be sure to appeal to students of Junior High School age.

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STEWART AND HANNA

Many suggested projects, problems, and activities in this new book will help in developing citizenship and patriotism. It contains good modern biographical material and stirring stories. This book will meet the specific requirements of the California State law on the development of patriotism through literature.

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This is an entirely new collection (published in February, 1928). The stories are all modern and emphasize cheerfulness, adventure, and humor. Even the slow sections in English will appreciate these stories.

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ciation, recently held in Tracy, Cal. G. E. Heinrich of the West Park School presided at the meeting. Other school people present included Principal O. S. Imhoff, Superintendent Richards, Mrs. Reed and Mrs. Poole of the grammar school, E. G. Dobney, Mrs. McDonald, Miss Dunton, Marion Reed, and Miss Mabsbury.

ADDITIONAL PROPERTY is to be bought by the Board of Education, Oroville, Cal., for expansion of the school system.

ONE HUNDRED AND TEN school trustees of Shasta County assembled in the high school auditorium in Redding, Cal., recently, it being the annual convention for school trustees. Miss Bertha Merrill, County Superintendent, presided, and Roy S. Ballou, clerk of the Anderson Board, acted as secretary. Samuel H. Cohn, Deputy State Superintendent of Public Instruction, addressed the meeting. Mrs. Ethel Saxon Ward, Supervisor of Rural Schools, spoke on the changing methods in the schools and pointed out to the trustees that they should get acquainted with the new methods and understand what was being striven for.

TOTAL ENROLLMENT in the Riverside, Cal., city schools during January was 7689 and the average daily attendance, not including junior college or the part-time schools, was 5982.35, according to A. N. Wheelock, Superintendent. This is a gain of 676 pupils in the total enrollment of the schools over January, 1927.

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STANFORD SUMMER COURSE

IN ORDER to care for the extraordinarily heavy registration of teachers who take university courses in the summer quarter, the Stanford School of Education has secured twelve educators of note on the Pacific Coast to supplement the regular faculty next summer. Seven members of the regular Stanford faculty, including Dean Ellwood P. Cubberley, will be on duty.

An especially heavy registration of teachers is expected this summer on account of the ruling of the State Board of Education that this summer is the last in which experienced teachers may gain high school credentials for a single quarter's work of eighteen hours, additional work to be completed later. Hereafter all teachers, without regard to previous experience in grade teaching, will be required to take the full graduate course in a school of education in order to qualify for high school positions. Following is the personnel and summary of the course:

Doctor Fred C. Ayer, who was acting professor of education at Stanford during the summer quarter in 1925, and is research professor of education at the University of Texas, will give "Organization and Supervision of Instruction" and "The Small City School System."

The dean of women at Pomona College, Jessie E. Gibson, will conduct a course on "Education and Vocational Guidance" and one on "Dean of Girls."

Professor Walter H. Nichols, principal of the Palo Alto High School and Junior College, who taught at Stanford during the summer of 1924, will repeat the course he gave then, "California School System."

Vierling Kersey, director of adult education and vocational education and Assistant Superintendent of Schools in the Los Angeles School System, will give "Adult Education" and "The Organization and Administration of Vocational Education."

Mrs. Leona H. McCully, who is counselor and teacher of history in the Palo Alto High School, and who gives the teachers' course in history in the regular session of the university, will conduct a "Teachers' Course in Social Studies."

The Assistant Superintendent of the city schools of Seattle, Worth McClure, will teach "The Principal and His School" and conduct a seminar on "Personnel Problems."

Several professors who are Stanford graduates and who have done graduate work in the university are listed among the visiting professors for the summer teaching staff. Among them is the dean of the school of education of the University of Oregon, Henry D. Sheldon, who received both his A.B. and A.M. at Stanford and his Ph.D. from Clark. He will offer two courses, "Principles of Education" and "Comparative Education."

Another Stanford graduate, who will give a "Teachers' Course in English," is Miss Alice Cecelia Cooper, who is at present director of English at the University High School of the University of California. She taught at Stanford in the summer of 1926 and holds an A.M. from Stanford.

The head master of the Menlo School for Boys and director of the Menlo Junior College, Lowry Samuel Howard, will give "Growth and Development of the Child."

Edwin J. Brown will give "Extra-Curricular Activities," "Education for Citizenship" and "The Principal as Supervisor."

Walter Lewis Bachrodt, who received his A.M. from Stanford, and since 1921 has been Superintendent of the city schools of San Jose, will offer two courses, "City School Administration" and "Junior High School."

With a view to building up the field of preparation for school supervisors, the School of Education has secured Miss Helen Heffernan, chief of the division of rural education of the California state department, to give two courses, "Principles of Elementary Education" and "Supervision of Rural Schools," a class which will be given at Stanford for the first time.

A course on "The Junior College," will be given by William H. Proctor, who is a student of the subject. He will also offer "High School Administration" and "High School Curriculum."

"Principles of Secondary Education," "Modern Methods of High School Teaching" and "Introduction to Study of Education" will be given by Harold R. Benjamin.

Doctor Walter C. Eells is to teach "Elementary Statistical Methods," "Tests and Measurements," "Teachers' Course in Mathematics," "Administration and Interpretation of Educational Tests and Measurements," and "Tests and Measurements, Elementary."

Truman L. Kelley will teach "Advanced Statistics" and "Interpretation and Construction of Mental Educational Tests and Measurements."

"History of Education in America," "Elementary Curriculum," "School Buildings and Building Programs," and "Introduction to Thesis Work" will be offered by John C. Almack.

Jesse B. Sears will give "Business Management of City School Systems" and a seminar in "Public School Finance."

MISS EVA HAWKINS of Oakland has been secured by Miss Della B. Heiser, principal of the Turlock grammar schools, to take the place of Miss Edith Rodman on the faculty of the Hawthorne School.

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Books for the Blind

[Miss Mabel R. Gillis, Assistant State Librarian, began her work with the State Library in the books for the blind department. She knows the difficulties and the joys of this project from years of enthusiastic contact with it and still supervises the work. Miss Gillis is the author of the following article.—Editor.]

The State Library is finding continually that many people in California do not know that library service is available to our blind as well as to our seeing citizens. Such, however, is the case, books for the blind having been sent out from the State Library since June, 1905. Before that time the San Francisco Association for the Blind had some books to lend to San Francisco residents, but the demand there and from those outside the city who had heard of the service became so great that some larger unit had to be found to carry on the work. The board of trustees of the State Library was approached on the subject, and in December, 1904, established the books for the blind department. From that date until June, 1905, the time was spent in making an investigation of the number and location of blind people in California and in ordering and receiving books. At last everything was in readiness and notices were sent out that books could now be borrowed by blind readers. The first borrower was a woman of ninety years who had only recently become blind and had not yet learned to read raised type. Imagine our pleasure when her daughter-in-law in a short time succeeded in teaching her the embossed alphabet so that she could begin reading the books which were a great joy to her the rest of her life.

Perhaps many have not seen books used by the blind and know little about their appearance. There are two systems or types in general use. One is the Braille type, the other, Moon. Braille is composed of raised dots, each letter of the alphabet being represented by a dot or dots in different positions. Moontype is more like our own printed alphabet, but simplified so that the letters are represented by straight lines or curves without complications. Braille is taught in schools for the blind and is used by young and middle-aged people. Moon is read by older people, although some of the elderly borrowers learn Braille also. Other types have been used at different times, but these two are the only ones used to any extent at present.

It is an interesting fact that while some of the other types were invented by seeing people, these two that are surviving today are the products of the thoughts and study of two blind men whose names they bear.

Books for the blind, unlike books for the seeing, are sent direct from the State Library to the borrower and not through other libraries. This is mainly due to the fact that, according to United States postal law, books in embossed types may be sent free of postage when going from a library to a blind borrower and from the borrower back to the library. This free carriage makes it possible to supply the readers with all the books they want, and since they are delivered to their very doors the service is in every way simplified for those who might not be able to call for them at a library. Books for the blind are bulky, too, and often awkward to carry. A very general size of a Braille volume is fourteen inches high and twelve inches wide, while they often are as much as from three to four inches thick. Moon books in general are eleven inches high by fourteen inches wide, and two to three inches thick. Also to give you some idea of the relative bulk and cost of books for the blind and books for the seeing, we might take the Bible for example. Everyone knows in what compact size he can buy the Bible and at what a low cost. In Braille the entire Bible is in twenty-one volumes and the cost is $80. In Moon it takes fifty-eight volumes to contain both the Old and the New Testaments and the cost of both is $249. In ink print, used by the seeing, a popular novel, such as Edna Ferber's "Showboat," for instance, costs $2.50. In Braille it must be printed in six volumes and costs $19.75. From these examples it may readily be seen that a central library for the blind is a real necessity as few individuals would have the space to house a collection of these huge volumes or the means for purchasing any quantity of them. One state collection to be used by all blind people seems the logical and economical method of handling the problem.

In the State Library the books for the blind number 21,000; the borrowers listed are 2600, but only 1108 of these were active during the year 1927. About three thousand books are loaned each month. Very few readers call at the State Library for their books. Most of the volumes go out by mail to readers scattered from Siskiyou to San Diego. Those borrowers who wish to do so send in lists of books they want to read; those who cannot do this receive books selected by the librarians in the blind department with the utmost care for the tastes and desires of the individual readers as discovered from comments and correspondence concerning previous books read. Although the blind are far away from the source of supply, their wishes receive the earnest attention of librarians only anxious to give the right book to the right person as near as possible to the time he wants it.

Some people may wonder just what constitutes a library for the blind. First of all, of course, books—books of all kinds. I have already mentioned the Bible and popular novels. There are also books of travel, like Halliburton's much-read "Royal Road to Romance"; biographies like Sandburg's "Abraham Lincoln"; essays, plays, useful books, such as those on salesmanship, piano tuning, or even cooking. Although the number of titles published is far, far less than in ink print, nevertheless there is something in almost every class of literature, and since they are so costly to produce, usually only the best of their kind are put into raised print. Next to books in popularity come the magazines. A good number of periodicals insure the blind borrower a rather wide range of reading of this kind. One general magazine printed in New York under the terms of a generous endowment is sent free to any blind person in the United States who wishes it. The library subscribes to many other magazines and lends them in turn to a long list of readers, eagerly awaiting the next installment of a serial story, the latest scientific news, or the current developments in the world's news.

Raised type music is provided for those who wish to borrow it. Music is inexpensive, however, and many musicians prefer to buy their own. A few raised maps are in the State Library collection, and some samples of games especially adapted to the blind, and many writing appliances. These games and writing ap-

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pliances are sent out only to be tried by those who want to buy them, and, while the State Library has none to sell, it can inform the prospective purchaser where they can be secured. Among the games are packs of cards with embossed Braille dots or Moon characters to indicate the value and suit, sets of dominoes with raised pips, checkers and checker boards with indented squares, chess boards especially made, and several other adaptations. The writing appliances are of two kinds—those designed to keep pencil writing in straight lines, and the slates and machines for writing the raised types themselves. These are hard to describe and must be seen to be understood and appreciated.

Most of the books for the blind come from printing houses especially equipped for producing them. The largest printing plant in this country is the American Printing House for the Blind at Louisville, Ky. This institution is largely supported by a government grant and publishes the books used in the various state schools for the blind. Its products, including books for general reading as well as school books, may be purchased by libraries for the blind and by individuals. Some of the schools publish books in raised types, and there are two printing plants in California—the Universal Braille Press and the American Brotherhood of Free Reading for the Blind, both located in Los Angeles. All Moon books are printed in England, and the books in that type, as well as those in what we call English Braille, must be imported from that country.

To supplement the books from the various presses, the State Library has many volumes which we call "hand-copied"; that is, instead of being printed on machines from plates, they are copied by individuals, who rather laboriously punch out page after page, either with a small metal slate and stylus or on a machine similar to a typewriter. This work is done by carefully trained volunteers who are interested in the blind and in the State Library; when finished it is proofread for mistakes, corrected if necessary, and then shellacked for permanency and bound at the State Library. The hand-copying has added many volumes to our shelves and has given much enjoyment to our readers. We are indebted for this work to a group of women in Oakland who have been active since war days, to the American Red Cross, and to certain individuals both blind and seeing.

Besides those who do hand-copying for the State Library collection, we are indebted to several organizations for very fine gifts of books. Chief among these is the United States Veterans Bureau, which has donated many splendid titles printed at its expense by the American Printing House for the Blind and intended primarily for the use of blind veterans of the World War. After the veterans have first chance to use them, the books are put into general circulation. Since there are few blind veterans in our district, these popular well-chosen volumes are almost immediately available for anyone who wishes them. Another organization which has been most generous in its donations is the American Braille Press for War and Civilian Blind, with headquarters in New York and Paris. This society, organized for blind relief work during the war, has been able to print a large collection of fine books, copies of all of which have been placed in the State Library. This collection includes books in French as well as English. The California State Library has been selected as the depository for gifts from both of these above-mentioned organizations because it is the largest library for the blind in the West.

One very useful and interesting phase of work for the blind is home teaching; that is, the teaching of the types in the homes of the blind, to those who do not already know how to read them. The State Library employs two home teachers, one located in San Francisco, the other in Los Angeles. From these headquarters they make trips into the surrounding territory, thus covering a great part of the state, especially the thickly settled sections, where most of the blind are located. Since one of the teachers is totally blind and the other partially so, they quickly inspire confidence in their pupils, who feel that they, too, can surmount the difficulties their teachers have already overcome. The duties of the teachers are much greater than the mere teaching of raised types, important as that task in itself may be and far-reaching in its results. They find themselves, also, the advisers on many problems that confront the blind students and their families; they assist on pension questions; they give information regarding the prevention of blindness; they help in the movement for conservation of vision classes; and always they attempt to bring to the seeing a clearer understanding of the problems of the blind. Above all they are the connecting link between the State Library and many of its blind readers, whose progress they report and whose wishes they transmit.

It is only through the home teachers or some such field workers that the State Library could hope to become of use to some of the blind of the state. For instance, one man who had lost both eyes when a drummer boy in the Civil War was taught to read after being blind for fifty-two years. This could hardly have been accomplished without the personal aid and encouragement of the home teacher. Another man of ninety, who had been blind for twenty years and whose hands were toil-worn and crippled from rheumatism, was reading a book six weeks after his first lesson. But it is not only the older people who are helped in this way. Often children are taught by the home teachers until they can be admitted to the School for the Blind. Recently a girl of fifteen, who had never been to school and could not spell the simplest words, was prepared for school and is now doing splendidly. Her parents had previously refused to send her away for instruction, because they had hope that her sight would be restored. When the teacher found her and persuaded the family to allow her to be taught, they were delighted with the progress made and the change it brought about in the girl's life. Assistance is given to mothers of blind babies, so that they may be trained advantageously from the earliest years. In fact, the blind of all ages present problems which are willingly and efficiently handled by the home teachers.

Library work for the blind is a source of great satisfaction for those engaged in it, for, although it is not possible to please every borrower all of the time, so many expressions of pleasure and gratification are constantly received that the work seems more than worth

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while. Seeing Californians have their libraries advantageously situated all over the state. Blind Californians have their one big library at the State Library, Sacramento, from which books are delivered to their very doors. All those who know blind people not receiving this service are asked to notify the California State Library, Sacramento, that steps may be taken to make this work complete.

The California Library Association will hold its thirty-third annual meeting in Riverside, Cal., April 3, 4, and 5. The theme of the meeting will be "Books," presented as the combined interest of author, publisher, dealer, librarian, and reader. The executive committee, in the interest of unity, is favoring a program that will be entirely general sessions without section meetings and round tables, and is recommending to section chairmen that the luncheon hours, 12 to 2, be used for section gatherings. With refectory, cloister, and patio, the Inn lends itself to the seating and serving of groups of varied sizes. Arrangement for these luncheon meetings will be made by section officers and announced on the bulletin board.

The January *News Notes of California Libraries* for January, 1928, contains a number of items of interest besides the account of progress of each library. Among the features are included "Books Over There," by the State Librarian, Milton J. Ferguson; news of various expansions, custodians' meetings, book exhibits, old editions, and a number of book lists.

SAN MATEO COUNTY PIONEERS IN EXCHANGE

San Mateo County, California, where Pansy J. Abbott is County Superintendent, is pioneering in the field of Junior Red Cross "Exchange Club" work, according to word received from O. H. Olson of Half Moon Bay, Cal. The Exchange consists of children of forty-seven nations exchanging samples of work being done in their schools. The samples are arranged in portfolios. The first portfolio is to go to Japan, and it is the plan of the leader, Miss Eleanor Freeman, county school rural supervisor of San Mateo County, to send out about a dozen portfolios this term.

The children are deeply interested in the work and the county school officials are proud to lead such a movement. In speaking of this, Mr. Olson declared recently: "San Mateo County takes great pride in being the first to enter this field, and we feel that the international relations among the future citizens of the world will be better if our Exchange is developed and spread to every county, city, and state of the United States and the world. We can promote peace by giving our point of view to others and by getting their points of view."

Olie Wilson of San Francisco has been elected by the board of trustees of the Madera Union High School to the new faculty position at the school created as a result of the increase of forty-eight in the enrollment, due to the entering of the midseason freshmen class. The total school enrollment is now 535.

The Mount Shasta High School was dedicated by the Board of Trustees of the Siskiyou Union High School District, Friday evening, March 9.

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OREGON SUMMER SESSION

KNUTE ROCKNE in football; Doctor Mary Swartz Rose of Teachers College, Columbia University, in nutrition; Dean J. R. Jewell, formerly of University of Arkansas, in charge of work in education, and Doctor E. Leona Vincent, directing training in nursery school work, are some of the outstanding personalities on the summer session staff of the Oregon State College for the coming summer. Knute Rockne's course for coaching will be one of only three to be conducted by him and Coach Paul Schissler this summer before Coach Rockne leaves for the Olympic Games in Rotterdam.

The School of Home Economics, the largest west of the Rockies, will continue to make its summer program of special significance. In place of Doctor McCollum of Johns Hopkins, on the program last year, is Doctor Mary S. Rose of Teachers College, Columbia, known to every teacher of home economics in the country for her authoritative books and for her reputation as teacher and lecturer.

The work in the Child Nursery School, offered during the last three years at the summer session, will be given particular emphasis this summer under the direction of Doctor Vincent. The importance of training for the direction of pre-school age children is being emphasized increasingly. Doctor Vincent and those who will be associated with her are leaders in this field.

The School of Home Economics will be offering thirty-four different courses in the various departments. Work is offered of interest to general teachers of home economics, extension workers, teachers of foods and nutrition, clothing, textiles and related arts, home management, cafeteria directors in schools, commercial establishments, dietitians in hospitals, nutrition social service workers, budget advisers, nursery school workers, directors of home management houses, and educational directors in commercial fields.

Sequences will be arranged for students desiring to fulfill the requirements for a master's degree during summer sessions. Courses for advisers or deans of high school girls, in vocational guidance, courses in physical education, and various courses in the School of Vocational Education combine well with courses in the School of Home Economics.

Freedom from overcrowding, personal intercourse between students and instructors, and ample facilities for work relieve summer session attendance at the Oregon State College.

ABOUT BOOKS

POEMS OF YOUTH, Verse for Junior High Schools, edited by Alice Cecelia Cooper: Poems in this book are included under the following groups: When the World Was Young; The Joy of Work; The Magic World; From Far Away; The Cycle of Time; Tales Narrative and Heroic; Under the Open Sky; Following the Flag; With the Immortals; Playing the Game. Study helps, biographical notes, and index of authors and poems complete this work. There is something inspiring about this volume. It shows a sympathy and understanding of youth and its desires and needs. Teachers will do well to look it over when they are choosing texts that will appeal to students whose tastes are forming and who are not yet conscious of their own needs. The compiler of this volume is supervisor of senior English, University High School, Oakland, Cal. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $1.20.)

MISS LULU BETT, by Zona Gale; edited by Lella B. Kelsey: The editor of this volume is group chairman of the English department,

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South Division High School, Milwaukee. She has prepared this volume for students of the high school in an interesting manner. Her introduction of Zona Gale and of Miss Lulu Bett, her notes, biographical, exercises, and word study combine to make the material entirely modern and practical. This volume, now prepared for school use, will hold interest particularly for the students who are interested in writing and who may plan that as a career. (D. Appleton & Co., 36 West Thirty-second street, New York.)

Girl Life in America. A study of Backgrounds, by Henriette R. Walker: This pamphlet "presents one of the best pictures of the modern girl which has yet been sketched." It covers social, economic, educational, and religious ground and is very thorough. Its social values cannot be ignored by thinking people. This work was made for (The National Committee for Study of Juvenile Reading, 1 Madison Avenue, New York. Price 50 cents.)

New Plays for Every Day the Schools Celebrate, by Minnie A. Niemeir: The author of this volume of original plays is an assistant principal of one of the public schools of New York City and she understands the needs of the schools. The volume is a companion book to "Pieces for Every Day the Schools Celebrate," which is one of the best of its kind. With such a compilation, and with this volume of original plays which have been arranged for amateur production, teachers are given satisfactory aid without effort on their part. The plays have been tried out in the schoolroom and found practical and enjoyable. (Noble & Noble, 76 Fifth Avenue, New York. Price $2.)

What We Hear in Music, by Anne Shaw Faulkner: A list of the contents of this handsome volume, which is rich in helpful material for home, school, and studio, will perhaps give the best idea of it: Learning to Listen, National Music; The History of Music; The Orchestra, Development of Instrumental Music; The Opera and Oratorio; Analyses of Records; Bibliography; Pronunciations; Indexes of Choruses and Cantatas; Numerical List of Records Grouped According to Parts; Numerical List of Records Used in Entire Book. The book is really a course of study in music history and appreciation. Each part is divided into thirty-six lessons. (Educational Department, Victor Talking Machine Company, Camden, N. J.)

The Safety Hill of Health and Building My House of Health, by Jessie I. Lummis and Williedell Schawe: These two little books, for first and second grades, relate health activities to reading in a very practical way. They are full of the charm and spirit that the child demands; they are written in that gay, persuasive tone which is necessary for any really effective book for children. (World Book Company, Yonkers-on-Hudson, New York.)

Adventures in Citizenship, Literature for Character, by Grace Hull Stewart and C. C. Hanna: There is a thrill in this book! It fairly breathes patriotism, heroism, courage, idealism! Material has been chosen from selections of the best of its kind. The author says of it: "Our aim has been to substitute for the 'by-product' method of civic education, a program of literary value plus constructive activity which will create good citizens now." A number of suggestions for the teaching of civic education are given. The book is for upper elementary grades and junior high schools. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

Personality and Success in Teaching, by Webster P. Reese: This volume, with its interesting style of approach, its truths plainly but attractively stated, its concise summaries, is one that beginning teachers will enjoy as well as use. One meets, in studying this work, many familiar educational figures, who do their parts in assisting the teacher in her daily round of duties. (Richard G. Badger, The Gorham Press, Boston, Mass.)

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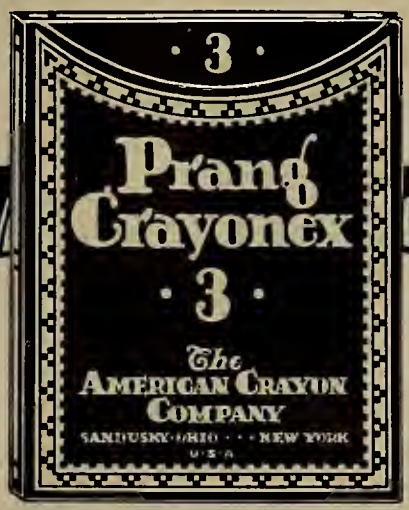

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APRIL, 1928

—Photo courtesy of the Newark Museum, Newark, N. J.

Weaving is demonstrated to children of the South Street School, Newark, N. J.
(See story by Thelma Brackett, page 15.)

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Vol. XXXIV, No. 4 San Francisco, April, 1928 Price, 15 Cents

CALIFORNIA HISTORY

As Studied by a Fourth Grade in Berkeley, Cal.

By Ruby Minor

Director of Kindergartens and Elementary Education, Berkeley, Cal.

[An activity program provides opportunity for pupils to purpose, plan, and participate in interesting activities which are meaningful to them. The outcomes of such wholesome exercises are evident in enthusiasm for school work, and in an accumulation of valuable knowledge, accompanied by attitudes and ideals that contribute to better social adjustments.

The following description of an activity of the fourth grade class of Whittier School, taught by Mrs. Nina Brooks, shows that information and participation may be united to advantage in elementary school procedure.]

A Home in a Patio

[A California History Project]

After a few days' introductory work on California, the teacher suggested that for the term the class live in a patio. The children were very enthusiastic and there were many suggestions as to the way this could be done. It was decided that the manual training teacher be called upon to help.

This necessitated measuring the room and figuring the amount of lumber necessary, etc., and these problems in arithmetic were worked out by the class. There were many discussions as to the possibility of this plan or that, and the plan as finally decided upon was to build a framework around the room, the columns being about eighteen inches from the wall and extending above the molding of the burlap so as not to interfere in the least with the use of the blackboards, floor, or picture space.

The high six class, under the direction of the manual training teacher, helped with this construction work.

Wrapping paper was painted to represent tiles for the roof, and wrapping paper of the natural color was used for the walls and archways. (The columns were afterwards decorated with climbing vines brought by the children.)

One end of the room had an alcove, and in this was built a stage (an old discarded desk platform was used) and a picture frame five by seven feet was built at the front of it. The stage curtain, decorated with a crêpe paper border at the bottom, was made by the children. The scenes for the drop curtain for the back of the stage were painted in water colors first. The best ones were selected as models and enlarged for the stage drop curtains. These were of wrapping paper, decorated with kalsomine. Many of the children worked on them, one putting on the pencil sketch, one painting trunks of trees, one the ground, etc. Shrubs and branches of trees were used for wings on the stage.

The stage properties were made or planned by the children, and the costumes—Indian, Spanish, etc.—were made by the girls under the direction of the sewing teacher. The Indian costumes were decorated in crayola with Indian symbols, the children learning the meanings of these. They made the stencils for them.

The play, "The Magic Mirror," was worked out in the language period, the best ideas being taken. Although the skit was short, it represented a great deal of thought on the part of the children.

A scene was worked out as the class studied each period of California history.

They found occasion to write many letters, among which were the following: A letter requesting maps of California, one thanking a teacher for California pictures that she gave them, and invitations for the program.

Spelling words were taken from the history, geography, and nature study lessons.

While the pupils were studying about the missions, they took a trip to San Francisco to visit Mission Dolores. This was a very profitable trip, as they had an opportunity to study the relief maps of California in the Ferry Building. They worked out many problems about distance, cost of transportation, pictures bought, etc.

In nature study, fruits that were grown in early mission days, such as grapes, olives, etc., were named and maps giving locations of fruits, etc., now grown in California were made.

They studied the animals of California—those hunted by Indians and Spanish for game, those wanted by Russians for fur, etc.

They took trips in imagination from their patio home to vari-Indians. They told how they spent the day, played games, etc. Indians, told how they spent the day, played games, etc.

Songs typical of California were learned and some of these were given as part of the program. Appropriate music on the victrola accompanied each tableau.

Interest was intense during the whole term, and after the program was given, the children requested that the room remain a patio until the end of the term.

The children developed self-reliance and a greater ability to coöperate. They became so interested in every phase of the undertaking that in addition to the facts already learned on the various subjects, they wanted to go further. Many obtained books and magazines at the public library dealing with California.

Every subject in the curriculum—history, geography, drawing, music, language, spelling, sewing, manual training, penmanship, nature study, and physical education—helped to develop the project.

The following program was given at the end of the term, every child in the class taking part:

I. "Spanish Song".....Sung by the early Spanish Californians
II. "The Magic Mirror".....Played by the class
III. "I Love You, California".....Sung by class
IV. Refreshments.....Chocolate and cookies served by the children

Reception and refreshment committees and ushers were elected by the class.

The Magic Mirror

[Reflecting Scenes of Early California]

SCENE I

Spirit of California is discovered standing in front of curtained mirror. Traveler enters.

Spirit of California: Good morning, Traveler. Why have you come to me?

TRAVELER: I have come to ask you about California and to see the wonders of your land.

SPIRIT: Throughout all this land you see its beauties, but it may be you would like to know about the great story of California.

TRAVELER: Indeed, I should.

SPIRIT: I possess a Magic Mirror. Let it tell you some of the story. The first dwellers of the land were the Indians.

(Spirit taps her wand, music off stage plays, and the curtain is drawn, showing Indian life in the early days. Victor record, "From an Indian Lodge.") [Curtain]

SCENE II

SPIRIT: We have had many brave explorers on our shores, such as Cabrillo, Drake, and Portolá.

TRAVELER: You say Portolá, the discoverer of San Francisco Bay? I should like to see him.

(Spirit taps her wand, music plays off stage, and the curtain is drawn, showing Portola and his men. Victor record, "Serenade.")
[Curtain]

SCENE III

SPIRIT: One of the men to whom California owes much is Father Serra, the Founder of the Missions. Our Magic Mirror will picture him.

(Spirit taps her wand, song off stage sung by class, and the curtain is drawn, showing Father Serra and the Indians. Song, "Morning Bells"; the word "mission" substituted for "morning.")
[Curtain]

SCENE IV

TRAVELER: I should like to know about the gay, light-hearted Spanish who lived in California.

SPIRIT: I shall show you these people in the Magic Mirror.

(Spirit taps her wand, music off stage, and curtain is drawn, showing Spanish dancers, musicians, and onlookers. Victor record, "Cuatre Milpas.") [Curtain]

CHICO
STATE TEACHERS COLLEGE
SUMMER SESSION

MOUNT SHASTA
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An ideal location on the slopes of Mount Shasta

Fifty collegiate courses.
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SCENE V

TRAVELER: They say that Americans came into California and wanted to have a republic. What kind of a flag did they have?

SPIRIT: They had a flag with a bear painted on it, and the republic was called the Bear Flag Republic, but California became a part of the United States and the Bear Flag became the State Flag.

(Spirit taps wand, music off stage, and curtain is drawn, showing two boys holding Bear Flag. Victor record, "American Patrol.")
[Curtain]

SCENE VI

SPIRIT: The most remarkable event in the history of California was the discovery of gold by Marshall, January 24, 1848. I shall show you a miner of that time.

(Spirit taps wand, music off stage, and curtain is drawn, showing a miner with pick, shovel, and pan. Victor record, "Free Lance March.") [Curtain]

SCENE VII

TRAVELER: Then came

"The days of old,
The days of gold,
The days of '49."

And how did the people come to California?

SPIRIT: They came by three routes: by way of Cape Horn, across the Isthmus of Panama, and over the plains in covered wagons. I shall show you some of these pioneers.

(Spirit taps wand, music plays, and the curtain is drawn, showing a covered wagon and pioneers. Victor record, "Oh, Susannah.")
[Curtain]

SCENE VIII

TRAVELER: When was California admitted into the Union?

SPIRIT: A great state was built and added to the Union, September 9, 1850, and may each birthday see her prosperity and greatness increasing.

(Spirit taps wand, music plays, and the curtain is drawn, showing the Great Seal of California, a girl dressed to represent Minerva of the seal. Victor record, "I Love You, California.")
[Curtain]

MOUNT SHASTA SUMMER SESSION FOR 1928

CHICO STATE TEACHERS COLLEGE is planning its tenth summer session at Mount Shasta. A summer spent in this camp at the foot of Mount Shasta and the beginning of the Sacramento River will long be remembered for its friendships, its educational atmosphere, and its delightful vacationing.

This year a demonstration school will be conducted to show methods that can be utilized in rural primary schools. Mrs. Nelson, supervisor of rural primary work of Provo, Utah, will be the demonstration teacher.

Miss Moyon of San Francisco will hold a demonstration class to show the use of the dramatization method in schools.

Miss Holt will conduct a class in nature study, using the local plant and animal life.

Miss Keller will organize the camp as a project in community activities.

Many courses in collegiate work will be offered. Among these is a course in education called Educational Problems, and this will be given by the coöperative efforts of Doctors Hall-Quest, Frank Hyer, M. E. Haggerty, A. H. Wilde, and Messrs. C. C. Hughes and C. M. Osenbaugh.

The camp life is a worth-while experience. The camp has adequate modern conveniences. Some live in tents and some in dormatories. Most students eat at the camp cafeteria. Some students live in near-by towns. There is a limited number of tents that can be used for families. Near-by camps can be used by families wishing to do their own housework.

Recreation at camp is planned for everyone. Many trips to near-by points add to the interest in vacationing. There are more places of scenic beauty in this region than in any other area in the United States.

Good trout fishing is found in the mountain lakes and streams.

SURVEY OF EDUCATION IN TULARE COUNTY

A comprehensive survey of education in Tulare County, Cal., is being made through the office of J. E. Buckman, for the past eighteen years County Superintendent of Schools. Mr. Buckman has taken this step through cognizance of the fact that there are doubts and questions in the minds of many people as to the real value of some of the new features that have been introduced into the curricula in an effort to meet the growing demands due to changing conditions.

While the primary motive of the survey is to establish more definite continuity of purpose in the school system, three ideas dominate the investigation: determination of the educational needs of Tulare County; study of the adequacy of the present organization to meet those needs; and inquiry into the financial status of the schools and of the districts which they serve, to ascertain whether there is the necessary margin for expansion for service. Increased opportunities may be accompanied by corresponding increased expenses, and the degree to which it is advisable to extend vocational instruction for high school students will eventually be decided by the educational needs together with the financial burdens involved.

All departments of instruction are under observation, but the emphasis of attention is on the ten high schools and two junior colleges operating under the jurisdiction of Tulare County. The business organization and management of the schools will be studied, curricula will be compared, extra-curricular activities will be listed, and an attempt made to evaluate them in a general way.

An effort to standardize their high school courses is the project for this year of the teachers and principals of Tulare County, and they are voluntarily giving much time and thought to the subject. Curricula revision may necessitate retrenchment in some departments to provide the means of expansion in other departments. It is obvious that the problems of transportation alone constitute in themselves an important phase of the survey of expenditures. Findings relative to the cost and feasibility of transportation of students by their school districts will have an important bearing on the establishment of junior high schools and the further development of the junior college movement in Tulare County. Suggested propositions to reorganize the school system to include junior high schools present questions of general interest, among them the problem of transportation.

Discussion in local service organizations, conferences with representatives of business and agricultural interests, and consultations with laymen and schoolmen will result, it is hoped, in determining to some degree the educational needs of the county and in securing public recognition of responsibility to meet the defined needs. The consensus of opinion based upon accurate information relating to any certain part of the curriculum should favor a course of activity to justify its presence in a school. The coöperation already evidenced by the teachers and principals of the school system will be a contributing factor to the successful accomplishment of the survey, and while it is impossible to make any prediction as to its outcome, it is at least a step toward more unified school policies and administration in Tulare County.

Assisting Mr. Buckman in his work is his deputy, Mrs. Zoe Lamberson.

POSTER CONTEST OPEN TO SCHOOLS

The third annual exhibition of art posters conducted by the Latham Foundation for the Promotion of Humane Education in the interest of furthering kindness to animals will be held during "Be Kind to Animals Week," April 15 to 21 inclusive, in San Francisco at the Public Library Building, Civic Center.

The entrants will be the schools of the following cities: San Francisco, Oakland, Alameda County, Santa Barbara, San Jose, Bakersfield, Fresno, Sacramento, Berkeley, Albany, Long Beach, Stockton, and Pasadena. The judging of the posters will take place at the Foundation's headquarters in the Latham Square Building, Oakland. The jury of awards is composed of William H. Clapp, director, Oakland Art Gallery; Frederick H. Meyer, director of art, the California School of Arts and Crafts; Maurice Logan and Edward Earle Childs, both specialists and authorities in poster art, and Miss S. W. Mott, curator of the Oakland Museum.

Prizes aggregating $2000 will be awarded, besides an art scholarship in the California School of Arts and Crafts to the boy or girl whose work displays the most pronounced talent. A supreme prize will be awarded to the group whose twelve posters are preëminently the best of the state. In last year's contest the supreme prize was won by the Oakland high schools, which consisted of an ornamental bronze and granite bird bath fountain, and was accepted by the Oakland Board of Education for the new Glenview Junior High School, where it will be installed when the school is completed. Four special money prizes will be awarded for the best posters.

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Margaret Snell Hall affords accommodations of charm for women at low cost. The commodious men's gymnasium and pool and the new Woman's Building afford unsurpassed recreational facilities. The general out-of-hours program provides for entertainment and social living. Bulletins, illustrated booklets, and a series of Vocational guidance booklets will be sent upon request.

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$10 extra for Rockne's work

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DIRECTOR OF SUMMER SESSION
OREGON STATE AGRICULTURAL COLLEGE
CORVALLIS, OREGON

WORLD ESSAY CONTEST

THE 1928 WORLD ESSAY CONTEST, which closes June 15, 1928, announces two sets of prizes are to be awarded:

1. Open to second-year students in normal schools and teachers' colleges, "How Teachers May Promote World Friendship."

2. Open to seniors in secondary schools, "Each Nation's Contribution to the World."

Three prizes of $75, $50, and $25 will be given for the three best essays in each set.

Conditions of the Contest—Each essay must be accompanied by a topical outline and a bibliography with brief notes on each book. Essays must not exceed five thousand words (a length of three thousand words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper 8½ x 11 inches with a margin of at least 1¼ inches. Manuscripts not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to Doctor Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass., not later than June 15, 1928. Essays should be mailed flat (not rolled).

Each country participating in the contest, other than the United States, shall submit the three best essays in each set (normal and secondary), these essays to be selected by judges appointed in each country. The United States judges will select, from these and from the essays written by pupils of the United States, those which in their opinion should receive the prizes. Students may write in their own language. The three best essays selected by the national judges must be translated into English when submitted to the United States judges.

Many teachers in the United States make the writing of the essays a part of the regular school work, and send to the league the best essay in the school. Not more than one essay should be sent from each school.

IT'S WHAT we learn after we think we know it all that counts.—*Abe Martin.*

If your pupils could read as well as you—

they could start the reading lesson with the works of Henry James.

But they don't read well, and the question of suitable reading material may be one of your greatest problems. You want fresh, varied material. You want selections carefully graded in difficulty of ideas and language. You want different types of selections that will prepare your pupils to read for pleasure or for study, as the occasion demands.

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Primer, six readers, study period activities for the Primer, teachers' manuals, and cards for the lower grades are now available. *Write for further information.*

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CHILD HEALTH DAY, MAY 1

MAY DAY, MAY 1, each year is designated by the American Child Health Association as "National Child Health Day." May Day as such is now definitely helping to build new hope into the lives of children, and is recognized by leading organizations in Europe and the United States. The American Child Health Association, 370 Seventh Avenue, New York, is ready to coöperate with teachers for the forwarding of the movement. This association has plans and material ready for circulation.

Herbert Hoover, who is deeply interested in the movement, says regarding the Child's Bill of Rights:

The ideal to which we should strive is that there shall be no child in America—

That has not been born under proper conditions.

That does not live in hygienic surroundings.

That ever suffers from undernourishment.

That does not have prompt and efficient medical attention and inspection.

That does not receive primary instruction in the elements of hygiene and good health.

That has not the complete birthright of a sound mind in a sound body.

That has not the encouragement to express in fullest measure the spirit within which is the final endowment of every human being.

May Day

By GRACE TURNER
Staff Associate of the American Child Health Association

IN THROUGH THE WINDOWS May is breaking,
Out of their sleep the children waking;
They will be quick to follow the light
Over the hills and out of sight.

Some say that fairies, with hair like silk,
Come begging of mortals a bowl of milk;
Some say that you must not let them in,
Lest tears and trouble should somehow begin.

But I, if I saw a fairy today,
Swinging on grasses along the way,
Should feel that he surely must be good,
And I'd stop to speak to him if I could.

I'd heap up a big bowl full to the brim,
And, oh, most courteously offer him;
Then, "Will you excuse me?" I would plead,
"For swift to the meadow I must speed.

We're winding a daisy chain, you see,
And down in the meadow they wait for me.
We're singing a song the May to greet,
And *I* waut to sing, for the song is sweet.

We're singing of children who love to go
Where breezes laugh and play and blow;
Where clover blooms in the pasture land,
And milch cows in the tree shade stand.

We sing of plows that cleave the earth,
And of the seeds that bring to birth
All things that make us grow and live—
All things that strength to bodies give.

We sing of sleep at set of sun,
For beasts, birds, children, everyone;
We sing of happiness that lies
In human hearts and heaven's skies."

As I go skipping down the lane,
I'll look for fairies all in vain;
But I shall dance and sing today,
To greet the children's First of May.

ALAMEDA COUNTY ASSOCIATION MEETING

ABOUT THREE HUNDRED MEMBERS of the Alameda County Educational Association, including a large contingent from Alameda, Cal., met for a business meeting and luncheon in Oakland, Cal., recently, with E. E. Muller, retiring president, presiding. New officers elected were: President, Miss Mabel Wilson of Berkeley; vice president, Guy Brown of Livermore;

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treasurer, A. J. Robinson; secretary, Miss Edith McKee of Mastick School, Alameda.

It was also voted to send the newly elected president as the delegate from the Alameda County Teachers Association to the convention of the National Education Association in Minneapolis this year.

Among those present from the Alameda schools were: County Superintendent of Schools David Martin and Mrs. Martin, Superintendent of Alameda Schools W. G. Paden, Assistant Superintendent Edward Albert, Principal Doctor George C. Thompson of Alameda High School, Principal Arthur Heche of Washington School, Principal I. W. Snowden of Porter School, Principal Evan Evers of Haight, Principal J. W. Bryan of Lincoln; Miss Lucile Hewett, psychologist of high school; Mrs. Mabel Dye of Longfellow, Miss Blanche Frost of Franklin School, Miss Ada Bird of Everett, Vice Principal Oliver Lawson of Washington, with the faculty of each school and presidents: Porter Parent-Teacher Association, Mrs. William C. Watson; Lincoln, Mrs. M. E. Webb; Mastick, Mrs. F. W. Burnett; Washington, Mrs. C. M. Hinkle.

SUPERVISION HELD CREATIVE OF IDEALS

Miss Ada York, Superintendent of Schools of San Diego County, California, was one of the speakers at the Department of Superintendence, N. E. A., which was held recently in Boston. Her topic was "Equalization of Opportunity for the Country Child Through Proper Supervision." Miss York's statement regarding supervision should be called to the attention of all teachers interested in supervision:

Because of the changing conditions of our complex civilization, all of us—teachers, college professors, school administrators—all, must be ever on the alert or we shall find ourselves behind in the procession, for with greater poignancy than ever before do we realize that time and tide wait for no man. We have to be in training all the time that we are in service!

Supervision may be said to serve as does the clearing house in the exchange. It is the business of these persons we call "supervisors" to be in touch with the newest and the best in their specialty. We defer to their knowledge. They are employed by the public for this very purpose. Supervision creates ideals, points out definite ways and means to approach those ideals, and, in the last analysis, acts as a spur to urge our sometimes reluctant souls to make the effort necessary to get this good which is desirable for the schools—that is to say, for the children who are being instructed.

POPULARITY OF JUNIOR HIGH SCHOOLS

In no other branch of education, perhaps, has there been such marked growth as that in junior high schools. In a recent publication of the United States Bureau of Education, Department of the Interior, Bulletin, 1927, No. 33, it appears that junior high schools have had a marked increase in recent years. Junior high schools are undoubtedly functioning well and growing in popularity. During the period from 1918 to 1926, the number of cities in which such schools were organized increased from 123 in 1918 to 383 in 1926, or 211 per cent. The number of junior high schools which were composed of pupils from the seventh and eighth grades and the first-year high school was increased from 259 to 980, an increase of 278 per cent. The number of teachers required to carry on the work in these new schools was increased from 4242 to 25,430, an increase of 499 per cent; and the number of pupils who attended increased from 119,921 to 736,464, an increase of 514 per cent.

To enlarge the reading horizon of children of the state, the Oregon Children's Book League has been organized by the State Superintendent of Schools and the State Library. The league at present is limited to one-room rural schools, but will be gradually extended to all elementary grades. A State Superintendent's certificate will be awarded the child who reads one suitable book from designated lists each month of the school year. The scheme includes the awarding of other certificates and seals for definite reading. Of the 1613 one-room rural schools in the state, 316 are served by county libraries.

The Western Journal of Education

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ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

THAT THERE ARE NOW two thousand teachers north of the Tehachapi Mountains in California without positions, and that this number will be increased this spring and summer, is the statement of David E. Martin, Superintendent of Schools, Alameda County, California, and chairman of the teachers' placement committee. There are a number of reasons given for this teacher surplus: increasing number of graduates from schools and colleges; influx of teachers from the East who come to California summer schools; Eastern Superintendents bringing many new teachers with them to supplant California teachers.

The fact that hundreds of teachers marry each year does not affect the situation to a large degree, for many women continue to teach after marriage. It is interesting to note that this latter fact does not bear weight with fair-minded Superintendents—and it should not. It is no one's concern if a teacher is married if he or she does his work as it should be done. The trouble perhaps is with the former causes. Students, when they enter training, should understand that there is no teacher shortage and that they will have difficulty in finding a position. If enough stress were brought to bear upon the situation it is very likely that those who are not intensely interested in teaching as a profession would drop out. This selective process would be good for schools and children.

As for Eastern teachers supplanting California teachers—that is a situation which should be most sternly regulated. In some small towns, boards of education give preference to home girls first. In larger cities this rule receives little attention. No one person can help these "jobless" teachers—but fair rules could be made and followed.

SCHOOLS FROM ONE END of California to the other sent exhibits of flowers from their particular district to the California Spring Blossom and Wild Flower Association exhibition which was held in San Francisco on April 11 and 12. Miss Katherine Chandler, president of the association and author of a number of books concerning wild flowers, has received letters from school officials concerning the value of this annual project. Letters were signs of interest; exhibits were positive proof that interest in preservation of California wild flowers, and knowledge of them, is growing constantly and that the Association is fostering such growth to a large extent.

W. L. Stuckey Resigns

W. L. STUCKEY, for ten years Superintendent of Schools of Huntington Park, Cal., has resigned from the position to go into business near that city. He is going to manufacture playground equipment. Mr. Stuckey's successor has not yet been named, and the school board is not considering any applications at the present time, it is stated. The resignation of Mr. Stuckey becomes effective at the close of this school year.

When Mr. Stuckey first took his position the district had three schools with a force of twenty-five teachers. It now has seven schools with a force of 160 teachers. Enrollment has grown from 912 to approximately 5000. Taxable assessed valuation of the district has risen in the ten years from $1,300,000 to more than $30,000,000. Value of school property over which Mr. Stuckey exercises supervision is now in excess of $1,500,000.

Helen Heffernan and Supervision

HELEN HEFFERNAN, chief, division of rural education for California, summed up her talk on supervision at the recent meeting of the N. E. A. as follows:

The specialized supervisory problems which rural conditions create call for certain differentiation:

1. Adaptation of the educational program to individual differences in rural areas where classification is impossible to meet the needs of:
   (a) The mentally retarded pupil.
   (b) The accelerated or specially gifted pupil.
   (c) The pupil of special disability.
2. The integration of subject-matter into units of activity and the organization by groups rather than by grades to economize the teacher's time and effort and to give coherence to the program.
3. The provision of self-directed and educationally valuable activities at various grade levels to meet the problem of many grades in one classroom.
4. The use of the educational resources of the community and provision for those human experiences which the community lacks.
5. The adjustment of a modern program of education to present equipment.

Doctor Roberts in State College Inauguration

THE INAUGURATION of Alexander Crippon Roberts as president of the State Teachers College, San Francisco, was held at the college auditorium on March 30. The public was invited to attend the ceremony.

On Saturday, March 31, ground was broken for the new Frederick Burk elementary school of the State College.

Bookmen at Principals' Convention

The Long Beach convention saw the presence of many book representatives, but missed the welcome of several, such as Harr Wagner, Ted Morehouse of Macmillan, Selden C. Smith of Ginn & Co., and Fred Moore of Silver, Burdett & Co. Bookmen attending were as follows:

Mrs. F. L. Raymond, Gregg Publishing Company; A. A. Belford, C. W. Beers, Ralph Works, John L. Neff, Rand McNally & Co.; C. W. Baker, Sam Bevis, Scribners; H. A. Linscott, F. A. Rice, Carroll D. King, Ginn & Co.; Ray Loomis, J. F. Oliver, Houghton, Mifflin Company; F. E. Cobler, G. E. Crowley, John Beers, Lester Walker, Charles E. Cave, The Macmillan Company; C. W. Roadman, Sanborn; B. R. Morris, Row, Peterson; F. L. Bravy, Lippincott; Mrs. Emma B. Rubien, Farquhar & Albright; E. C. Dudley, Lyons & Carnahan; G. H. Chilcotte, George Babcock, Edgar Wilson, E. W. Harvey, D. C. Heath; M. H. E. Beckley, A. J. Nystrom Company; R. C. Hamilton, A. H. Morosco, Allyn & Bacon; Mildred Moffet, Zaner-Bloser Co.; C. F. Scott, H. A. Goddard, Scott, Foresman Company; C. S. Jones, World Book Company; John Osborn, E. R. Colvin, Silver, Burdett & Co.; R. E. Laidlaw, Laidlaw Brothers; Mr. Jones of Alhambra; Earle G. Chandler, California School Book Depository, San Francisco; Miss Morris Wagner, W. M. Culp, Harr Wagner Publishing Company.

MEMORIAL

By GUY WINFREY

OH LOVELY LAND! whose greenly rolling hills
Stretch on and on until they meet the sky;
Oh smiling land! along whose countless miles of coast
The thunders of the billows never die!
Our heritage! Be every hill and wave
A monument to our departed brave.

Heap high the earthy bed wherein they sleep
With fairest garlands that our gardens grow;
But best of all, deep in our hearts we'll keep
Our gratitude! Oh, never doubt, they'll know!
Oh lovely land! We keep our memory true—
Oh smiling land! Because they gave us you!

CALIFORNIA HIGH SCHOOL PRINCIPALS' CONVENTION

By W. M. Culp

The first High School Principals' convention to be held under the guidance of the reorganized State Department of Education of California convened at Long Beach, April 2 to 6, inclusive, and was under the direction of William John Cooper, Chief of the Department of Education for the State of California. Indicative of the new order of things, the program showed that henceforth education in California is to advance as a single unit, with a central general staff, deploying the various departments of the state educational organization in a campaign whose objective is the educating of all the children of all the people of the state to the limit of their possibilities. Sharpshooting and sporadic attacks at general variance with the central offensive are to be eliminated. The state core curriculum now being formulated is to be a basic campaign document. School organization, which is now top-heavy and in some quarters considered top-expensive with the recent development of our prevalent 6-3-3-2 system, will be cut down to the 6-4-4 plan for city school systems, a scheme which Pasadena has been working on for several years and just this first week of April, 1928, finally adopted; and to the 6-6 plan in rural sections, if the recommendations of Miss Helen Heffernan, chief, division of rural education, are followed.

Seymour I. Stone, Assistant City Superintendent of Schools, Long Beach, Cal., and chairman of the executive committee on arrangements for the Long Beach Principals' convention.

The educational forces at Long Beach entertained representatives from thirty-six junior colleges and state teachers' colleges, 133 junior high schools, and 461 senior high schools—a throng of over twelve hundred individuals.

The program presented by this assemblage was arranged by the following committee: William John Cooper, Superintendent of Public Instruction, chairman: Helen Heffernan, chief, division of rural education; Nicholas Ricciardi, chief, division of city secondary schools; Homer Martin, president High School Principals Association. Doctor Leonard V. Koos, University of Minnesota, who recently has been appointed director of the survey of secondary education in California, also was on this committee.

The program was varied in extent, covering the entire gamut of secondary activity: four general sessions and thirty different section meetings kept the week's work lively. Three hundred and twenty sessions were on the program.

The rural schools, under Miss Helen Heffernan, and the urban schools, under Nicholas Ricciardi, had interesting meetings. The High School Principals Association, under Homer Martin, president, principal of Santa Barbara High School, was scheduled as a regular part of the program.

Superintendent Cooper considered the following as outstanding accomplishments of the week:

Crystallizing and the taking of definite action on the widespread sentiment of secondary school leaders against the despotic control of scholastic standards exercised by the state university.

Indorsement of a uniform system of grading and making transcripts of record.

The taking of definite action to abolish the high school fraternity evil.

The clear-headed discussion of disciplinary and other delicate secondary school problems.

In its general outline the points of discussion were of the same nature as in past years. The high school fraternity and sorority has been damned ever since the law was first enacted, but from the great interest displayed in discussion of measures for combating the evil, fraternities and sororities still must exist in great number. The panacea proposed was that no school social, athletic, political or scholastic honors or participation in extracurricular activities be allowed members or pledged members of fraternities, sororities, or other secret organizations, and that affidavits signed by the student and at least one parent or guardian of the student be required of all students participating in school activities.

The fight over state accrediting is another standby of many scarred battles. At this meeting the concerted attack of high schools, junior colleges, and state teachers' colleges against the state university was perhaps the most talked of session of the meeting. The opponents of the state university claimed the edge.

For the first time at a secondary schools convention in California the place of the library in the secondary program was given consideration. Two meetings were held. Books, presumably a first tool in the educative process, had come into their own. The relationship of the library to the secondary class subject program was the basis of discussion. Main points considered were how students should be scheduled for library work; how purchase of books should be a coördinative project of librarian and the various departments of the schools; and a plea that the librarian be permitted to do the work of a librarian and not that of a mere book-checker.

Ranked as the greatest secondary convention of recent years in California, this Long Beach gathering of high school executives was a memorable event from the standpoint of hospitality showered upon the visitors by the school people and townsmen and townswomen of Long Beach. In entertainment, in cordialness of reception, and in the organization of seeing that every avenue of friendliness was open, nothing was lacking.

W. L. Stephens, Superintendent of Long Beach since 1912, proved that his school organization was a great one. The reception to the visitors was not a one-man affair, but a whole city and whole school force undertaking. Seymour I. Stone, Assistant City Superintendent of Schools of Long Beach, was chairman of the executive committee on local arrangements. Assisting Mr. Stone during the week were David Burcham, principal of Polytechnic High School, in charge of publicity and printing; Miss Minnie Gant, principal of Frances E. Willard School, in charge of information; Mrs. Ethel P. Glover, president of Long Beach Principals Club, in charge of ladies' entertainment; Miss Minerva C. Hall, supervisor of music, in charge of music and musical programs; Charles H. Hunt, director of physical education, in charge of golf and other sports; Elmer C. Jones, principal of Evening School, in charge of reception; John L. Lounsbury, principal of the Woodrow Wilson High School, in charge of the pageant; Douglas A. Newcomb, principal of James Russell School, in charge of housing and meeting plans; C. C. Ockerman, principal of Jefferson Junior High School, in charge of school exhibits; H. W. Stauffacher, principal of John Dewey School, in charge of excursion and school visits, and Miss Margaret A. Waite, supervisor of art, Long Beach city schools, in charge of decorations.

The Long Beach school system, comprising twenty-seven elementary schools, seven junior high schools, and three senior high schools, with an enrollment of 25,000 pupils in charge of 950 teachers, had been kept in session this week, and it afforded an opportunity for the visiting school people to observe one of the best school systems in the United States at work—a constructive entertainment relished by many.

Among the many interesting entertainment features, the music programs arranged by Miss Minerva C. Hall, director of music for Long Beach, and the beach party caused much favorable comment. Miss Hall and her department of thirty-two teachers presented a varied music program of vocal and instrumental selections. The combined Junior High School Boys Glee Club of unchanged voices of 215 boys was a sensation.

Upon the beach party a tremendous amount of work had been done, and one of those exceptional days that come once a year in Long Beach intervened and the wind blew and the sand flew and the cold sent shivers all around. A half mile of beach

had been staked out for games. Seasoned wood had been piled high for twenty-five bonfires. Twenty-five hundred chicken sandwiches had been spread and wrapped in white oiled paper. As many buns had been cut for their hot-dog fillings. Fifty pounds of coffee had been measured into mammoth cans. Two hundred and twenty-five pounds of steak had been sliced ready for broiling embers. Girls, dozens of them, had been dressed in fantastic gypsy, Spanish, troubadour, and Scotch costumes. Theirs was to have been the job of trooping from camp fire to camp fire with songs and provender.

The success of the picnic was in the hands of the weather man, and he turned a rigid thumb down. Chilling winds swished in from the surf, hurtling sand like stinging needles into the faces of the workers. The sand shifted and swirled and heaped itself into banks for all the world like a Sierra snowstorm. Those that battled the tempest reported an excellent time. Broiled steak peppered with sea sand has an unusually appetizing taste. And the evenings of the rest of the week were mild and warm with soft sea zephyrs.

Long Beach, with its 150,000 inhabitants, its Signal Hill and myriads of oil derricks, its pyramided lights at night from which the sputter of engines edged into the music of the surf, its wide sweep of arched beach, its breakwater rapidly creating a safe harbor for its industrial section, its new skyscrapers, the view of the Pacific Fleet at anchorage off San Pedro, its pike and wharf, beautiful homes and streets, all together harmonized into the week's enjoyment.

Doctor Leonard V. Koos, University of Minnesota, who is in California to make a preliminary state survey of the state's secondary school system, was the principal speaker at the opening session of the convention. He combined his remarks into a summary of the secondary school proposition as it exists today. Doctor Koos won his audience by knowing what he was speaking about, and coöperation in his work in California is assured.

Superintendent William John Cooper had his staff of state school officials present. In accordance with his announced plan at the last meeting of Superintendents at Coronado, staff members were only present on days in which their interests were directly concerned in the program under discussion. State officials attending were as follows:

Ethel Richardson Allen, chief, division of adult education; J. C. Beswick, chief, bureau of trade and industrial education; Evelyn A. Clement, chief, division of teacher training and certification; Milton J. Ferguson, chief, division of libraries; Helen Heffernan, chief, division of rural education; Andrew P. Hill, Jr., chief, division of schoolhouse planning; Ira W. Kibby, chief, bureau of rehabilitation; Julian A. McPhee, chief, bureau of agricultural education; Walter E. Morgan, chief, division of research and statistics; Doctor Anita Mühl, chief, division of special education; Maud I. Murchie, chief, bureau of home-making education; N. P. Neilson, chief, division of health and physical education; Nicholas Ricciardi, chief, division of secondary schools; Edna M. Stangland, supervisor of adult education; Doctor H. R. Stolz, chief, bureau of parental education.

The high school discipline section meeting was of unusual interest. Eight topics were considered and were dramatized by the principals, the parts of principal, student, and parents being enacted by the speakers. Subjects taken up were as follows:

1. The Student Who Is Morally Delinquent: C. L. Geer, Coalinga; J. F. Graham, Lemoore.

2. Stealing: James E. Addicott, San Francisco (Polytechnic); C. W. White, San Francisco (Commerce); H. G. Hansell, San Francisco (Part-Time).

3. Cigarette Smoking: J. T. McRuer, Taft; Vice Principal W. T. Walton, Taft.

4. Drinking: William A. Otto, Mountain View; R. B. Leland, San Jose; Walter Nichols, Palo Alto.

5. Failure in Major Part of Subjects: Earl B. Hodges, Centerville; R. O. Moyer, Pleasanton.

6. Insolence to Teachers: J. Warren Ayer, Los Gatos; D. H. Cramer, Campbell.

7. The Irresponsible Student: Merton E. Hill, Ontario; C. J. Booth, Ontario; E. W. Fischer, Ontario; W. A. Hall, Ontario.

8. Bootlegging: J. R. McKillop, Selma; Paul E. Andrew, Clovis.

The Lang Transportation Company of Long Beach gave free rides to all principals presenting their badges. This, it is said, has never before been done in California.

C. L. Geer of Coalinga was the first to speak, his treatise dealing with moral delinquency. J. F. Graham of Lemoore was his assistant. The speaker prefaced his remarks by saying that the proportion of "flaming youth" in the schools represented only

The principals of the high schools of California in attendan

a small percentage of the enrollment, all frenzied moralizers to the contrary.

"In calling a pupil who is morally delinquent, the evidence must all be in," Geer cautioned. "The principal cannot expect to achieve success if he harbors ill will toward a student. A boy is more sensitive than a girl. He fiercely resents any implication of injustice.

" 'Your attitude on life is wrong,' I tell him. 'We had you sized up in five minutes after you came to school the first day. You have picked out the wrong company. When one sees a flock of buzzards hovering over some carrion and sees another bird flying to join them, it's a pretty safe bet that it's another buzzard.

" 'Get that smirk and leer off your face. Change the look in your smarty, greedy, beedy, and buzzard eyes. Don't get a wrong, a buzzard notion of life. Boyhood and girlhood are fine, decent, and good. You and your buzzard crowd are the exceptions. All of us must fight the beast in us all our lives. Our lives are like the water behind a great dam—properly utilized it serves mankind; unleashed, it brings destruction to ourselves and to others.

" 'The rest of us think we can judge you now. We can't. There's just one person who can judge you right. That's the man you are going to be twenty years from now. Suppose we call in that man; look at him—broken in health, splotched face, ragged, tobacco-blotched whiskers. Change your ways while you've still a chance.

" 'Don't spend much time regretting. Make worth-while friends. Get interested in something. Seek out fine folks, fine books, fine pictures for your companions. Plant ideals such as these represent and they will blossom into a lovely garden. Weed out the stink-weed, the cockleburs, and the skunk cabbage from the garden of your mind. Clean it up, and I stand ready to help you as a friend every step of the way. You are the captain of your fate and master of your soul.' "

H. P. Allen, Assistant Superintendent of Schools of San Bernardino, presented the report of the committee on tax equalization, a subject of vital interest to many California communities within whose confines are corporations that cannot be taxed for local school purposes.

W. L. Stephens, Superintendent of Long Beach schools, gave an admirable historical prospectus of the story of Long Beach in his address of welcome.

K. L. Stockton, principal of Huntington Park high schools, discussed the subject of coördinating all the forces that keep part-time education successful in the community.

Mrs. Elizabeth R. White, supervisor of elementary school libraries, Long Beach, was most prominent in the library section discussions.

H. A. Spindt, principal of the Bakersfield High School, appeared upon the program in several places.

Reorganization of the rural school system, and revision of its curriculum "to fit the individual needs of the community," were advocated by Miss Helen Heffernan of Sacramento, chief of the division of rural school education of the State Department of Education, when she addressed a rural school sectional conference of the state principals' convention.

The 6-6 plan of dividing rural education into six years of elementary school work and six years of junior and senior high school work, now in its experimental stage, was suggested.

"The 6-6 plan permits the use of gymnasium, shops, and laboratories for both junior and senior high school groups," Miss Heffernan said. "The argument is advanced that junior and senior high school students are different, adolescently speaking, but I believe there is less difference between them than there is between first and eighth grade pupils, combined under our old system of elementary school education."

Alternation of subjects was a proposed method of revising the curriculum of rural high schools with less than one hundred enrollment, and at the same time keeping down teaching costs. As a concrete example, instead of teaching four years of English, third and fourth years might be alternated, Miss Heffernan said.

Responsibility of the school to meet the individual needs of the community, and help prepare the student for his or her life work, was repeatedly emphasized by the educator.

The following companies had exhibits at the Hotel Virginia:

Shaw Laboratory, San Francisco; S. H. Crocker & Co., Long Beach and Los Angeles; Library Bureau (McKee and Wentworth), Los Angeles; Wheeler Manufacturing Company, Berkeley; T. V. Allen Company, Los Angeles; Spindler and Souppe (Representing E. Leitz Company), Los Angeles and San Francisco; Bausch and Lomb Optical Company, Los Angeles and San Francisco; E. H. Sheldon Company (Laboratory Furniture), Los Angeles and San Francisco; Spencer Lens Company, San Francisco; Visual Education, Los Angeles.

The most crucial question is not how do you teach reading, writing, and arithmetic, but how does learning get into life, what does it do to life when it gets there, and how does it do it? —*William H. Kilpatrick, Columbia University.*

annual convention held in Long Beach, Cal., April 2–6, 1928. —Official Photo by Sanford.

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WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.]

Leonard F. Collins, City Superintendent of Schools at Burbank, Cal., was honored March 12 by his teachers with a banquet at the Sunset Canyon Country Club, at which time he was presented with a life membership in the National Education Association.

The San Leandro, Cal., School Board is planning for the construction of a new grammar school building on the five-acre site at Dowling Boulevard and Mitchell Avenue. Erection of the structure is contemplated for the summer out of available funds now on hand amounting to approximately $27,000.

Announcing his retirement after thirty-five years as an instructor, Principal Herbert Lee of the Livermore, Cal., Union High School has tendered his resignation to take effect at the end of the present term.

Three Livermore, Cal., high school instructors led discussions on their work when sixty teachers from schools in Livermore, Pleasanton, and Centerville met at the Pleasanton High School recently. Arranged by Principal R. O. Moyer of the Pleasanton High School, the meeting offered a fine opportunity for the teachers to discuss their problems.

Herbert Lee, principal of the Livermore High School, Livermore, Cal., has resigned his duties to terminate at the end of the present school term. He will be located in Santa Cruz, where he will take part in the follow-up program of Luther Burbank's work. He has taught in California schools for twenty-one years and was declared by the president of the University of California to be the "most capable high school principal possible."

B. F. Mellow, vice principal of the Manteca Union High School and athletic coach of the school for the past four years, has presented his resignation to the Board of Trustees of the school. He has accepted a position with the Shell Oil Company.

The teachers of Central San Joaquin County held a meeting March 1 and organized the Central Teachers Association of San Joaquin County. The following officers were elected: Mrs. Belle Hobron, president; Mrs. Jessie L. Carlson, vice president; George McKisson, secretary; H. G. Hansen, treasurer. The next meeting will be held April 12.

Pacific Grove will some day have a new grammar school building located on Lighthouse Avenue upon the crest of the hill near Dennett Street. The Board of Education has recently purchased three acres of land in that vicinity, adjoining the property of Del Monte Military Academy. Robert Downs is District Superintendent of Schools.

No extra tax will be necessary to build a new auditorium for the high school at Dos Palos, Cal., according to Principal Donald E. Bourne. During the past two years the school has saved enough money to finance the addition to the present school building. The old auditorium is to be used for a study-room.

April 22 is the date set for the dedication of the new $225,000 high school plant at Pittsburg, Cal. The school is built on a twenty-acre tract. Citizens of Pittsburg voted bonds of $225,000 on December 9, 1926, for construction of the high school. Within a few weeks now the structure, comprising three separate buildings and including a total of fifty-one rooms, will be ready. The main, or academic building, has seventeen classrooms, executives' offices, an auditorium capable of seating several hundred students, nurses' headquarters, and several other rooms. This building is three stories in height and, like the other two units, the gymnasium and shop buildings, contains red brick and stucco, giving a harmonious and unified appearance to the entire plant.

Doctor J. B. Sears of Stanford University, Palo Alto, Cal., is making a survey of the schools of Modesto, Cal., at the request of the Board of Education and the Superintendent, J. H. Bradley. The report and recommendations are about half completed now, it is reported.

The residents of the Los Banos School District, San Joaquin Valley, California, have voted a bond issue amounting to $25,000 for grammar school improvements.

Cecile B. Hall, principal of the grammar school, Los Gatos, Cal., for the past ten years, has tendered her resignation to the school board. The resignation is to take effect at the end of the present school term.

The M. R. Trace Grammar School was recently dedicated. The new school is in Santa Clara County, near San Jose, Cal., and is named for M. R. Trace, the former principal of the Hester School of that district. Mrs. Berdrow Crofoot, vice principal of the Hester School for many years, when Mr. Trace was principal, has been named head of the new school.

For the purpose of standardizing records and business methods in the schools of California, the Association of Public School Business Officials of California was recently organized in Oakland, Cal. This is said to be the first organization of its kind in the United States. Some of the speakers at the meeting included Mrs. Susan Dorsey, Los Angeles city school head; Mrs. Daisie Short, member of the State Board of Education; Donald B. Rice, business manager of the Oakland schools, and W. E. Record, business manager of the Los Angeles schools.

L. S. Newton, County Superintendent of Schools, Siskiyou County, California, has issued a "Handbook for Public School Trustees and Teachers." The pamphlet includes the employment, classification, and dismissal of teachers.

W. A. Knapp, principal of the Elim Grammar School, Hilmar, Merced County, California, has tendered his resignation, which is to take effect at the close of the school term. He has accepted the position of Assistant County Su-

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To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

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perintendent of Schools, offered him by Superintendent C. S. Weaver.

"THE POLYGRAM" is the name of the high school paper issued by the students of the high school at San Luis Ohispo, Cal. The contents of the paper are well written and truly newsy. Earl Williams is editor-in-chief.

J. B. LILLARD, president of the junior college, Sacramento, Cal., attended the national convention of junior college presidents held in Chicago, March 13–18. There are now 1435 students registered at the Sacramento Junior College.

RESIDENTS of Tehama, Cal., have voted favorably upon a $25,000 bond issue for a new grammar school. The plans for the building have already been drawn and construction will start in the near future. The building will include a library, kitchen, assembly hall, and three classrooms.

THE LOS ANGELES COUNTY LIBRARY has recently issued a pamphlet entitled "Books and Notes of the Los Angeles County Free Library." The county library system is explained, departments are listed, and books are classified. This pamphlet is a very complete résumé and shows the progressive work that is being accomplished by the librarian, Miss Helen Vogleson, and her assistants. The volume is issued quarterly and this recent one bears the date of January, 1928.

A PROFESSION IN THE MAKING

ENTRANCE to the teaching profession is through some type of legal certification. As long as standards are low, entrance is easy. Salaries are correspondingly low, the supply, in all probability, exceeding the demand, and the social and economic prestige of the teaching body is at a low ebb. It follows that progress in raising standards of teaching certificates is a matter of primary importance to the teaching body as a whole. Teaching may be merely a job, or it may be a profession. As long as it is easier to qualify for a teaching position than for a minor clerical one, the dignity of a professional status for education as a career will continue to be difficult of achievement.

The last six years have been unusually fruitful in raising standards for teacher certificates throughout the United States through state laws and regulations. The importance and extent of this progress are fully explained in Bulletin, 1927, No. 19, United States Department of the Interior, Bureau of Education, recently published.

DRAMATIZATION IN FRESNO

TWO HIGH FIRST GRADE CLASSES at Columbia School, Fresno, Cal., gave programs before an audience of pupils and parents on March 8. Miss Decker's class dramatized "The Elves and the Shoemaker." Mrs. Solomonson's class gave "The Three Bears."

In neither case were the words memorized, but the speeches were made by the children, under teacher guidance, to fit the situation. This provides opportunity for pupil-thinking and is especially helpful to non-English speaking children, for they learn English by using it in concrete situations under a strong feeling of need.—*Reported by Nell Hamilton, in the "Fresno School Bulletin," issued by Superintendent Walter Hepner.*

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Where Books Leave Off

[Miss Thelma Brackett, librarian, Newark Museum, is the author of the following article. Miss Brackett, who is a Californian, graduated from the University of California and then took the library course formerly given by the California State Library. Before going to Newark she administered the Siskiyou County Free Library most successfully for four years. "Where Books Leave Off" gives a most delightful account of service given by the Newark Museum, which is an institution that makes inanimate objects vital factors toward the success and pleasure of the people with whom it comes in contact.—Editor.]

Suppose you were a little girl in the fifth grade, and had lived in the mountains at Cecilville, Siskiyou County, all of your life. Suppose you were asked to prepare for your class a talk about the ocean. You would find information in books, because your teacher, in anticipation of your needs, would have obtained adequate reading matter from the county library. If gifted with a vivid imagination you could arrange a good talk about the tides, the delights of the seashore, the beauty of the ocean bottom, or whatever appealed to you most in what you had read. But, if you were a little girl in Newark, N. J.—and even in Newark there are little girls who have never seen the ocean—you would be able to interest your audience much more effectively, for by going to the Newark Museum you could borrow objects of your own selection to show to your class. You might choose a starfish, some coral, a sea fan, shells of various sorts, models of boats or ships, or what not, to bring your subject to life.

It is not necessary, however, that material from the Newark Museum be thus personally selected. The museum has made it as easy for a teacher to borrow objects as has the California county library for her to get books. She may specify what objects she wishes; she may list the subjects to be covered, and let the lending department do the selecting; she may go in, choose for herself, and carry the boxes out with her, rather than wait for "trip day" to have them delivered.

The lending department is an important part of the museum's educational department. It began with perhaps a hundred specimens of minerals, which were left over after the science department had taken all it had need for of a generous donation of scientific material. These minerals, thrust into an odd corner, were carefully labeled as time permitted, in preparation for lending to schools. Some stuffed birds joined the group, and some specimens of soil. The response on the part of the teachers was indicative of the worth of the idea. Gradually a representative collection was built up, much of it through gifts, in part with the little money budgeted for the purpose, often with objects that could be spared from the permanent collection because similar or better ones had been received. Teachers, too, were glad to help. If they asked in vain for something that the lending collection had not, and could not by ingenuity supply (for ingenuity still fills many a request), they would perhaps make or buy it themselves, and later turn it over to the museum to fill future requests of the sort.

Through the years, since that humble beginning in 1913, the work has developed, until now there are well over seven thousand objects circulating among borrowers at the rate of as many as eighteen thousand a year. True to its library traditions—the museum was born in the Newark Public Library—the department finds the objects still far too few in number to meet the demands upon them. Teachers are learning the limitations imposed by an inadequate supply of material. Christmas is scarcely over before the enterprising teacher is placing her reservation for the nativity set, or the toy angels, in order that she may not be disappointed in the Christmas season to come. Second and third choices are given on the request blanks, with the latest date at which material will be useful. Thus is the effort made to give as much help to as many teachers as possible.

The teachers in turn find ways of helping the museum. Manual training classes, under the supervision of their instructors, have made a number of models with great precision and skill. Art teachers have encouraged their classes to make and dress costume dolls. These activities in behalf of the museum are more important, perhaps, in that they develop an interest in the museum than that they add desirable material to the collections.

For the use of the museum is entirely voluntary on the part of the teacher. There is absolutely no compulsion. County library service in California can be given only if the school has signed a contract with the supervisors; museum service, however, will be given if there is but one request in a school. Definite days in the week are scheduled for trips to schools; the museum truck on those days delivers new material and collects that ready to be returned. An adequate system of notification makes collections easy for the teacher, but if she does not have her material in the school office on the specified day, she must return it herself or pay a fine if it is late. Overdue material is subject to the same fine as overdue library books.

Newark teachers are on the whole awake to the opportunities that the lending department affords. Gradually schools outside the city are learning that service is not limited to Newark, although perforce Newark requests receive the preference. Any member of the Newark Museum Association or patron of the Newark Public Library is entitled to borrow material; others need present only an interlibrary loan slip from any library in the state. Truck deliveries are not made to out-of-town borrowers. While of course teachers borrow most of the material, others also find use for it: lecturers, artists, Sunday school teachers, stores, clubs, theaters. Requests from other states have been filled when possible, and material has been sent as far as Arizona and Montana.

To acquaint the parents of pupils with the museum's coöperation with schools, a school principal hit upon the idea of having special school days. Each school selects a date, preferably a Saturday. Invitations, in most cases printed by the school printing presses, are sent to the parents. On the chosen day pupils act at the museum as hosts and hostesses of their schoolmates and parents. These privileged few, wearing badges or sleeve bands, have assigned posts and are well informed about the exhibits to which they are assigned. They are able also to direct inquiries to other parts of the building. While a conclusive check cannot be made of the popularity of these days in the eyes of the parents, there is no doubt that hun-

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GARAGE ADJACENT

dreds of Newarkers who would not otherwise come to the museum do so because of their children's urging. The children, too, feeling a proprietary interest, are encouraged to think of the museum as their own.

And why should they not? The educational department is racking its brain to develop means of helping parents and teachers arouse constructive interests in the children of the city. A large and sunny corner of the building is devoted to a junior museum. Here are found constantly changing exhibits intended for children, but equally attractive to their elders. Wide-eyed, children come in to see the little alligators or the live snakes, which, in moments of leisure, the staff will take out to be handled, that snake-killers may become fewer in the land. Terrariums, stuffed birds, and growing plants encourage a love of nature. Costumes, dolls, and homely objects awaken an interest in and an understanding of other countries. Junior Red Cross exhibits, work done by blind children, and collections of all sorts made by children or lovers of children stimulate the child's imagination.

There is no effort made to teach, in the museum, the subjects that are a part of the school curricula. But children are encouraged to spend their leisure time in some constructive activity. To this end, hobbies groups are formed and given guidance in such subjects as wood-working, clay-modeling, archery, block-printing, and needle work. Meetings are held after school hours or on Saturdays, and leaders are found who, when proficient, in turn may organize other groups, so that more and more children can be accommodated. Similar work is done with those interested in minerals or other scientific subjects. Groups also are encouraged to plan exhibitions of their collections.

Most of the children who learn of these museum activities do so through visits made with their school classes. The educational department makes sure that teachers know of the possibilities of supplementing their school work by bringing classes to the museum as well as by borrowing material. Appointments may be made to bring groups at any time, and guides are provided if desired. If a collection of material in the classroom is invaluable in illustrating the life of colonial America, how much more so is a visit to a colonial kitchen, set up with absolute fidelity to detail, and an inspection of, say, the Hackensack Indian group, a miniature model depicting "The Return of the War Party." Teachers see the value of such visual instruction and bring their classes, often first for a general introduction to the building, and then for special exhibitions or subjects. No attempt is made in these visits to teach the children. The aim is "to help the imagination create adventures in understanding."

The guide, after conducting her group (classes are so divided that not more than fifteen are in a group) to the scheduled places, leads them back to the first floor. If the children are in the third grade or below, she asks how many would like to sing a song. And, since they all would, she seats them on a rug in one of the galleries (the Newark Museum is unusual in that there are rugs on the floors) and the teacher leads them in the enthusiastic songs that please the grown visitors as much as the children who sing them. Rested by this little intermission, they are taken back to the junior museum and told to stand before the thing they like the best. In this way it is hoped that each child will carry away a definite impression from the great variety of objects seen.

Older children are given printed slips to take home, on which they find space to write the name of the exhibit that interested them most, and an invitation to return often and to bring their parents with them. Before they leave the museum they are encouraged to tell what to them was the most attractive exhibit in the building.

Entire informality exists in the relation of the museum with the schools and the children. The whole emphasis is on encouraging the children to learn by observation and by doing. So the museum is stumbling along an unblazed trail, trying to begin where books leave off, trying to help kindle in the child's mind an active interest in the whole, wide world. And what fun it is!

Notes

"LIBRARY REVIEW" No. 5, spring, 1928, edited by Robert D. Macleod of Dunfermline, Scotland, contains an article by Milton J. Ferguson, written in his inimitable style, entitled "Running Thoughts on the Library Association Meeting at Edinburgh, 1927." Mr. Macleod is the author of the book "County Rural Libraries," issued in 1923, which gives such an excellent view of county library work in Great Britain.

DURING MAY on Thursday evenings, 7 to 7:15, Harrison Leussler, Pacific Coast representative of Houghton Mifflin Company, is to go on the air over KPO with a series of "Piper Talks on Good Books."

ANOTHER BRANCH of the county library has been established in Mariposa County in the old town of Coulterville. This makes thirty-six distributing centers in that county receiving library service by contract with the Merced County Library.

CIVIL SERVICE EXAMINATIONS

THE United States Civil Service Commission announces examinations for the following:

Elementary school teacher, salary $1380.
Junior high school teacher, salary $1620.
Senior high school teacher, salary $1740.
Elementary, junior, and senior high school principals.

Full information may be obtained from the United States Civil Service Commission at Washington, D. C., or the secretary of the United States Civil Service Board of Examiners at the postoffice or customhouse in any city.

MANTECA SCHOOL NEWS

AT THE HIGH SCHOOL board meeting in Manteca, Cal., recently, it was decided to continue the purchasing of school supplies on a competitive basis, giving the county purchasing agent the same opportunity to bid as regular school supply companies.

In view of the teachers' new tenure law which provides that the board may require a three-year probationary period, instead of the two provided in the previous law, the board passed a resolution changing its previous policy, to require hereafter the three-year probationary period for all teachers who have not as yet gained this status, as permanent teachers.

Maurice H. Tracie was elected vice principal, and has also been appointed baseball coach.

Due to illness of Principal G. I. Linn, it was ordered that he be granted sick leave, Mr. Tracie to have charge of the school during this period.

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STATE BOARD MEETING

A regular meeting of the State Board of Education was held at Hotel Virginia, Long Beach, Cal., April 4 and 5. The meeting was called to order by the Superintendent of Public Instruction, and the three new members of the board, Allen T. Archer, Los Angeles; E. P. Clarke, Riverside, and Mrs. Mary Roberts Coolidge of Berkeley, were seated. Whereupon, the board organized by reëlecting C. L. McLane president, Mrs. Irene Heineman vice president, and by readopting the rules of procedure in effect during the past eight months. Upon taking the chair, the president appointed the following committees:

Textbooks—Mr. Adams, Mrs. Short, Mrs. Coolidge.

Retirement Salary—Mrs. Bradford, Mrs. Steinhart, Mr. Clarke.

Federal and State Aided Vocational Classes—Mr. Gray, Mrs. Heineman, Mr. Archer.

The agenda of the meeting prepared by the secretary was adopted as the order of business for the meeting. In accordance with the advertisement, bids for textbooks in hand-writing were received from the following named firms:

Acorn Publishing Company, D. Appleton & Co., Farquhar & Albright Company, Charles A. Faust, Ginn & Co., Hall & McCreary Company, Laurel Book Company, The A. N. Palmer Company, Spencer Rhythmical Penmanship Company, and Zaner–Bloser Company.

After discussion of the report of a special committee, plans for the development of the San Francisco State Teachers College were adopted as presented by Andrew P. Hill, chief of the division of schoolhouse planning.

Upon recommendation of the secretary that minor changes in credentials be adopted and major changes be postponed for one year for further study, the board submitted the matter to a special committee, and the report of this committee adopted this as a general policy. It is expected that the secretary will appoint committees in the near future.

The next meeting of the board was set for July 11–12, Fairmont Hotel, San Francisco.

A petition from Yuba County asking that an election be permitted for the purpose of forming a Yuba County Junior College District was received and the election authorized.

The Director of Education discussed the present organization of the State Department of Education and his study of state departments in four states in the East. The recommendation of the director that the present organization be continued until further action of the board and that the personnel now employed be reëmployed for one year was approved.

Because Mrs. Ethel Richardson Allen is to give only part time to the work of adult education, the board elected Miss Edna M. Stangland, on nomination of the Superintendent, to be associate chief of the division of adult education, for the period beginning September 1.

The petition of Clark H. Reid, whose life diploma had been suspended April 5, 1927, that his life diploma again be given full force and effect was granted.

Reports of Eastern trips were made by Miss Helen Heffernan and Mr. Nicholas Ricciardi.

The petition of the California School of Arts and Crafts, asking for accreditation as a teacher-training institution in art, was received and approved with the following conditions: (1) That approximately one-fourth of the entire four-year course, to wit, at least fifteen units in education and sixteen units in liberal arts subjects be required of all graduates; (2) that the instructors who teach these courses in education and liberal arts subjects

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The sum of $325 was appropriated, upon recommendation of the Director of Education, for acquiring copyright privileges to material for the supplements to the textbooks in language.

A right of way was granted the California–Oregon Power Company for power lines over the Mount Shasta Summer School property.

Sitting as the retirement salary board, the following persons were granted retirement salaries:

Five Hundred Dollars per Annum—Flora Eleanor Beal, San Jose; Mrs. Electra Sherwood Campbell, Los Angeles; Nettie L. Campbell, San Francisco; Nellie F. Curtis, Pacific Grove; Sarah Darlington, Sacramento; Mrs. Marie Demmick, San Francisco; Pauline Anna Dworzazek, San Francisco; M. Lulu Evans, Orange; Laura Lizzie Houghton, Los Angeles; Josephine I. Kean, San Francisco; Isabel O. MacKenzie, San Jose; Josephine McGraw, San Diego; Fanny Anne Moore, San Francisco; Effie Reeve, Berkeley; Julia Ruebhausen, Los Angeles; Roberta Augusta Thompson, San Francisco; Nina Duncan Willard, Willows.

Under Section 14 of the Law—Martha Lillian Downs, Santa Rosa; Augusta King Dunhem, Oakland; Mrs. Ida Virginia Edwards, Salinas; Florence Hay, South Pasadena; Genevieve A. McGinness, San Francisco; J. Scott Ryder, Ukiah; Valentine Smith, Long Beach; Agnes G. Thomas, San Francisco; Laura J. Frakes Toman, Upper Lake.

An opinion by the Attorney General that teachers paying back dues upon which interest is to be charged need not pay for years too short to be counted as credit toward retirement, was accepted.

An opinion by the Attorney General that registrars employed in the Los Angeles city schools cannot come under the retirement salary act as superintendents or supervising executives or educational administrators, because the supervision and administration referred to in the statute contemplates the supervision or administration of the education of the children, while the registrar's duties are secretarial in nature, and that, even though the services could be considered as of the character contemplated in the statute, there must be some service rendered as a public school teacher, in addition to the supervisory work, was submitted and accepted, and referred to the retirement salary commission for consideration in revising the law.

It was voted to be the sense of the board that the final year of teaching should be done in California, that there might be no question as to whether the teacher would be retiring from the California school system or not.

Doctor Ehle of Susanville was appointed to act as physician in Lassen County to examine teachers applying to be retired for disability.

Respectfully submitted,
WILLIAM JOHN COOPER, *Secretary.*

MUSIC EDUCATOR PASSES

AFTER AN ILLNESS of many months, Charles Harris Congdon, long identified with music education in this country, died at his Marshall Falls home, East Stroudsburg, Pa., March 23, in his seventy-second year.

He was graduated from the State Normal College at Mansfield, Pa., in 1876. From 1885 to 1896 he was director of music in the public schools of St. Paul, Minn. He was the first to group school children in the living flag, and under his direction 2200 of them, in flag formation, performed at the G. A. R. National Encampment in St. Paul in 1896—a notable event.

Mr. Congdon contributed in no small way to the appearance of "The Modern Music Series," by Eleanor Smith, where was introduced for the first time, in public school music teaching, the singing of beautiful songs as the basis of technical instruction. He became a member of the music department of Silver, Burdett & Co., and with Robert Foresman, was largely responsible for the early extended use of "The Modern Music Series."

Later, Mr. Congdon organized, and up to his death conducted, his own company, which published the Congdon Music Readers, charts, reading and teachers' books, and miscellaneous material. He was the inventor of Congdon Chromatic Pitchpipes, as well as other educational equipment.

NEW C. F. WEBER OFFICE

IN ORDER TO SERVE more efficiently and promptly its increasing trade in the Sacramento Valley, C. F. Weber & Co., on March 15, opened a branch office and store in Sacramento, located at Fourth and "J" streets. A line of office furniture, equipment, school supplies, and janitorial supplies is being carried.

The new branch is in charge of H. M. Mabrey, who has served as general salesman for the company for several years past. This makes the sixth branch for C. F. Weber & Co., whose main office is at San Francisco. The other branches are located at Oakland, Fresno, and Los Angeles, Cal.; Reno, Nev., and Phoenix, Ariz.

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ABOUT BOOKS

The trail of the Little Wagon, by Alice MacGowan: This book, which is suitable for library purposes and for supplementary reading in the junior high schools, deals with a journey by emigrant wagon from Iowa to California in the year 1870. It has the flavor of adventure and achievement. The story is based on facts and carries heroic and self-reliant attitudes that should prove valuable to young folk. (Frederick A. Stokes Company, 443 Fourth Avenue, New York. Price $1.75.)

Mexico and Central America, by Harry A. Franck: This up-to-date geographical reader, which is enlivened with many illustrations, including photographs taken by the author, contains not only a wealth of interesting information which will hold the children's attention and interest, but the style in which the material is written, and the stories and explanations included, add to the charm of the volume. The reader seems to travel with the author on his various excursions and to enjoy with him many new experiences. Color and atmosphere predominate. (F. A. Owen Publishing Company, Dansville, N. Y. List Price 96 cents.)

Winston Clear-Type Popular Classics: The five new titles, "Mother Goose Rhymes," "Folk Tales From the Far East," "The Story of a Bad Boy," "Little Men," and "Old-Fashioned Girl," which have recently been added to the Winston Clear-Type Classics, include all the features which won such favor for the earlier books in this series. The inviting appearance of their bindings in colors, the large, clear, easily read type in which they are printed, the charming illustrations, many of which are in color, and the carefully selected list of classics, all contribute to their effectiveness as supplementary readers and make them appealing to children. While having the value of a text, these books are so unlike them in appearance that the child instinctively desires them. (The Winston Publishing Company, 1006 Arch Street, Philadelphia, Pa.)

Happy Hours of Tuneful Play: Lyrics by Laurence Highfield and Music by Winifred E. Moore: This attractive music book is composed of singing games both well known and new. The material, which is illustrated, is suitable for kindergartens, primary grades, school yards, playgrounds, and vacation schools. Full directions are given with the words and melodies. (The Chart Music Publishing House, 339 South Wabash Avenue, Chicago, Ill.)

The Educational Screen: It is claimed for this new magazine that it is "the only magazine devoted to the new influence in national education." It includes *Moving Picture Age* and *Visual Education*. This magazine is such a complete résumé of moving picture activities—those which teachers and educators wish to know for the sake of their pupils—that it cannot help but be of great value. The articles analyze pictures with a fairness and breadth of vision which shows a realization of conditions and needs of today, that make it entirely practical. The new periodical is recommended to all who are interested in pictures, as well as those who guide children—and that includes practically everyone! Nelson L. Greene is editor. (5 South Wabash Avenue, Chicago. Price $2 per year.)

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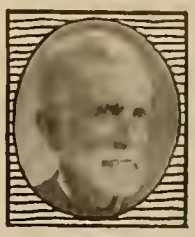

MAY, 1928

"Abe," the American eagle, named for Lincoln, and used as mascot during the Civil War. From Book IV, Modern School Readers, Thompson and Wilson.

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WITH PHOEBE IN AN AIRPLANE

By DELLA DUDLEY
Teacher in Schools of Redlands, Cal.
[Arranged for by courtesy of Caroline Swope]

[THIS PLAY calls for nine characters, but more may be added. The first twenty-four pages of the book, "Journeys in Distant Lands," have been used, and it is suggested that the children write for themselves the rest of the book. They may be divided into groups of nine, and compete to see which group can write and give the best play of the country they choose. The scenery is an airplane big enough to hold eight passengers and the pilot. For the original production the fourth grade of Lincoln School, Redlands, Cal., and the teacher, Miss Herron, made the scenery. They worked enthusiastically and in an hour had the airplane made of a long table, and placed horizontally across it was another. This was for the wings of the plane. On the floor were placed eight chairs, and in front another for the pilot. An old steering wheel, to which a propeller had been fastened, was ready for the pilot. The sides of the airplane were made of paper, on which was written in big letters, "The Phoebe." There were wheels. The children seated themselves in the airplane and peered over the sides as they looked down on the country below. It was very quickly and very cleverly done.]

CHARACTERS

THE PILOT (He should wear goggles and gloves and look the part as nearly as possible)

NOEL	PHOEBE, a small girl, cousin of Noel
DICKIE	ESTHER
EDWARD	EVELYN
ROBERT	BETTYLOU

(The pilot enters and carefully inspects his airplane. He has an oil can and here and there he puts some oil. Then he seats himself in his place and waits. Noel and Phoebe enter together. She goes up to the pilot and says:)

PHOEBE: Is everything ready to fly, Captain Lind?

PILOT (*touching his cap respectfully*): All ready, Miss Phoebe.

(Voices of boys and girls heard outside. Enter Edward, Robert, Bettylou, Evelyn, Dickie, and Esther.)

NOEL: Hello, everyone. This is my cousin Phoebe from Canton, Ohio, and this is her daddy's airplane. They came to visit us in it, and Uncle Fred said that we might have it for a day to make a trip to places we studied about this year. I promised him we would tell Phoebe about everything, so she could enjoy the trip, too.

DICKIE: We surely will tell you everything we know, Phoebe. I shall tell you about the food the people eat.

BETTYLOU: Greedy boy! I shall tell you about the clothes they wear and their queer customs.

ROBERT: Vain girl! I shall tell you about the work they do.

EDWARD: I want to tell about the animals.

EVELYN: Let me tell how they travel.

ESTHER: Oh, Evelyn, I wanted to do that! Never mind, I'll tell you about their homes, Phoebe.

NOEL: All right! I shall tell the pilot which way to go and I shall tell Phoebe the names of any rivers, seas, mountains, or deserts we see. All aboard!

(They take their places, laughing.)

PILOT: Off we go. Where, Noel?

NOEL: Westward, please. We are going to see a big river called Shat-el-Arab, first.

PHOEBE (*looking down with the other children*): Don't we go quickly? This is like the magic carpet. Look, Noel! Is that the river we see?

NOEL: No, that is the Persian Gulf, into which my river flows. This river is made by the joining of the ——— and the ——— rivers. Here we are! See it? (*All lean out and look down excitedly.*) The city you see there on it is called ———. The two rivers that make it join a little farther up; we come to that later.

EVELYN: See those big steamers, Phoebe? They are from the ocean, and this river is so big and deep they go up it as far as ———.

PHOEBE: What are those funny basketlike things?

EVELYN: Those are called ———, and are boats. Sometimes horses are put in them. They are made by ———. (*She tells how they are made.*)

PHOEBE: How exciting! I wish we could take a ride on the river in one of them. Oh, look at that flat boat! What is that? Why does it not sink?

EVELYN: Those are called ———, and are made by ———. (*She tells how these are made.*)

PHOEBE: But you did not tell how they keep them from sinking.

EVELYN: They fasten a great number of ——— to them. These are filled with air, you see.

PHOEBE: I hope I can remember all that to tell Fred, Jr. He will like to hear about it. What funny flat roofs the houses have.

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ESTHER: Here is where I get a chance to talk. I am just dying to tell you about their houses, Phoebe. They are ———. (*Here she gives a description of the houses and tells why the roofs are flat.*)

PHOEBE: How close we are to the city!

BETTYLOU: Phoebe, see how oddly some of them dress; and some of them look like us. Those that are dressed in such an odd fashion belong to this country. On their heads some wear ——— and others wear ———.

NOEL: Everyone look for the first sight of Bagdad. It is on the ——— river. Phoebe, this country is called ——— because it lies between two rivers. The name of the country means ———.

ESTHER: See that dark-looking place down there, Phoebe? That is an ——— spring. They use the ——— to make houses, cover their boats, for medicine, and for all sorts of things.

ROBERT: I was to tell what the people do, Phoebe, so listen to me. They not only have those springs, but also men have been drilling wells near those springs and have found ———.

EDWARD: See the pack mules, Phoebe? See that long string of camels? Those dogs you see do not look much like ours, do they? See that big flock of sheep over there, and a little to the left is a big flock of goats?

ROBERT: There is some more work they do. The men are ———.

ESTHER: And those tents you see are their homes. They have to move around with their flocks where they can find grass, so a tent makes a good house for them to carry.

DICKIE: I am getting hungry, and that reminds me that the meat of this country is mostly ———. Those camels and mules you see there are probably going on a long trip. The camels will doubtless cross a desert. They are loaded with ———, ———, ———, ———, and ——— for food. One of the fruits they eat a great deal of and even send to us is the ———. The Arabian says the ——— tree must have its feet in the ——— and its head in the ———, and it surely has a chance here.

ROBERT: See the farmers planting wheat? Where it is too dry for wheat, the men find grass and become shepherds. The wool and the hide are both valuable. They weave the wool into things and the hide makes water jars, water bags, air bags, shoes, and lots of other things.

BETTYLOU: The muslin that we use got its name from ———. (*Tells how.*) In this country they also make the wool into beautiful Persian ——— that our mothers like to have on their floors. The women are the weavers, and first ———. (*She gives a description of rug-making.*)

ESTHER: Phoebe, see those bricks over there? They are being dried in the sun. The people will use them to build houses. There are very few trees here,

so they have to make their houses of something besides wood.

Phoebe: What are those men doing there?

Robert: That is an old city, I am sure, and they are hunting for treasures that were buried hundreds and hundreds of years ago. Some of those men are very wise teachers who will find out about the people who lived here then from writings they will find.

Bettylou: If we had time to visit a jeweler here perhaps he would show us some of the wonderful treasures he has. Phoebe, some of it is wonderful. (*She describes it.*)

Phoebe: Why do the women cover their faces?

Bettylou: They are not allowed to show their faces in public. Most of the women peer from behind closed shutters to see others.

Noel: Everyone follow their example and cover your face quickly. We have run into a sandstorm and it will choke you. If you could look just now you would see that everyone in sight has covered his face so as not to breath in this sand.

Phoebe: How far is Bagdad from Basra, Noel?

Noel: It is ——— miles by airplane, but farther by boat.

Pilot: We must return now if you wish some supper?

Phoebe: All right, but we must come again tomorrow and see more!

TEACHERS' RETIREMENT SALARY FUND

At a recent meeting of the Public School Teachers' Retirement Salary Commission, appointed by Governor Young to investigate the present conditions and future probabilities of the public school teachers' retirement salary fund and to report its findings to the 1929 session of the California Legislature, certain policies for future study were tentatively adopted, it was announced today by Alexander R. Heron, chairman of the commission.

It was decided to work, in the actuarial investigation, toward the establishment of a flat rate retirement system for all teachers, both as to contributions and salary, rather than toward a retirement system based upon a percentage of the earned salary of the teacher.

It was further decided to work toward the study of a teachers' retirement salary of not less than $600, nor more than $900, per annum, and to assume, as a basis for study, that when a teacher withdraws from the teaching profession, by death or otherwise, her contributions are to be refunded to her.

The policies are defined as tentative and it is the intention of the commission to invite the assistance of teachers' organizations and others interested before considering the policies as final.

Barrett N. Coates, F. A. I. A., of San Francisco, is conducting the actuarial investigation, with A. H. Mowbray, professor of insurance of the University of California, acting as consultant.

In accordance with law, the commission is composed of five members, two being members of the Public School Teachers' Retirement Salary Fund Board, which is the State Board of Education, the chairman of the State Board of Control, and two other citizens. The members are C. L. McLane, president of the State Board of Education; Mrs. Minnie B. Bradford, member of the State Board of Education; Alexander R. Heron, State Director of Finance; Mark Keppel, president of the California Council of Education, and Miss Anna Fraser, vice principal of the Oakland High School.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

SAN DIEGO CITY is in the midst of a $2,313,000 bond campaign for the San Diego city schools, which is to be voted on May 15. Willard E. Givens, City Superintendent, and Edwin B. Tilton, Assistant Superintendent of Schools, and the friends of educational advancement in the city are carrying on a forceful campaign in behalf of the bonds. A great deal is at stake. A previous bond election was lost because it was taken for granted that everyone would see the need of bond money to handle added growth in school population. As it is, during the last twenty years the San Diego city schools have shown an increase of 26,200. In 1907 the enrollment was 5400, and in 1927 it was 31,600. These last few years have shown an annual gain of two thousand pupils, or the need of fifty-five to sixty more classrooms each year.

The bond issue has been divided into three parts. The elementary bonds total $998,000, the high school $990,000, and the state college bonds $325,000. There is a bond issue for each division, and each section will be decided upon its own merits.

Upon the passage of the $325,000 bond issue for the purchase of the San Diego State Teachers College plant and its seventeen-acre site hinges the future of higher education in San Diego. At present the San Diego State Teachers College is enrolling San Diego city junior college pupils free of charge. If the old site is sold, the state college will be able to move to its newly selected 125-acre tract and become a full-fledged four-year degree-giving institution. If the state college is forced to remain in its present plant, it will have to return to its former status of strictly a teachers' college and the City of San Diego will have to establish its own junior college. In the event the bonds are passed, the purchased plant will be used by the City of San Diego as a junior high school.

If the high school bonds are passed, it is planned to build another senior high school in East San Diego. The elementary funds are to be used for the purchase of additional land for school playgrounds and for the replacing of four old school buildings and the building of two new large elementary schools.

Superintendent Givens will next year go to Oakland as City Superintendent of Schools. As a final piece of constructive work during his one year's stay in San Diego, Superintendent Givens is doing everything possible to obtain the confirmation of the voters on their bond issues. Assistant Superintendent Tilton is chairman of the speakers' bureau. Forty-four women's clubs and thirty-five men's clubs will have been addressed on the issues at stake. At regular intervals five leaflets have been taken home by the students. P.–T. A. members have volunteered to man the polls free of charge to the school district. Success in the passage of the three issues is forecast.

THE LONG BEACH SALARY SCHEDULE for teachers has been increased as to the maximum and decreased as to the beginning minimum. The maximum for senior and junior high school has been increased $200 to $2750, and that of elementary to $2350. The minimum for elementary has been decreased $100, from $1850 to $1750, and the minimum for senior and junior high school from $2400 to $2300. Two years' or more experience are still required.

HARRY JAMES MOORE, vice principal of the Long Beach Polytechnic High School, has been granted a leave of absence to take charge of the assembling and educational exhibits of the Pacific Southwest Exposition that is to be held in Long Beach this summer.

THE EL MONTE GRAMMAR SCHOOLS, under District Superintendent Frank M. Wright, increased 225 in enrollment this last year. A bond issue for $50,000 was passed recently and the construction of a ten-room addition to El Monte Grammar School is now under way. The basement of the new unit will be used for manual training. Thurman & Thurman of El Monte are the contractors, and are to have the building completed by September 1.

MARK R. JACOBS, Superintendent of the Montebello schools, will see the completion of the city's $175,000 bond issue program this summer with the finishing of the Montebello Park School and the Fremont School. Enrollment in Montebello schools now approximates 2600 pupils, an increase of four hundred over last year.

A. N. WHEELOCK, Superintendent of Riverside city schools for the last thirty years, has resigned, and the Board of Education of Riverside has accepted the resignation to take effect July 1. Mr. Wheelock is leaving school work after completing the largest building program ever attempted in Riverside. This summer will see the completion of three new junior high schools for Riverside. Next September the city's sixteen hundred junior high school pupils will be housed in the new buildings. Mr. Wheelock leaves Riverside thoroughly equipped with elementary schools, junior high schools, a senior high school, and a junior college.

CULVER CITY, of movie fame, has three schools. Miss Ella Sinclair, the District Superintendent, has established offices in the business section of the city.

C. RAY HOLBROOK, City Superintendent of Schools of San Bernardino for the last four years, has been reëlected for another four-year term.

THE SAN BERNARDINO CITY SCHOOLS, under C. Ray Holbrook, have recently opened bids for the Arrowview Junior High School. The first unit of this junior high school will consist of fourteen rooms and a shop building. Ultimately the plant will be completed to care for twelve hundred pupils. The sum of $100,000 is to be spent on the building at once.

THE FULLERTON GRAMMAR SCHOOL DISTRICT, under R. E. Green, Superintendent, has called a bond election for $35,000. Four rooms will be added to the Ford Avenue building out of this issue.

MISS ADA YORK, County Superintendent of Schools of San Diego, this past year has had L. H. Lovelace as Deputy Superintendent in charge of test and measurement work throughout the county. Previous to accepting this position, Mr. Lovelace was employed in the San Diego city school for five years. Mr. Lovelace is a graduate of McAllister College, St. Paul, Minn., and has done extensive postgraduate work at various universities, such as Harvard and the University of California.

THE CORONADO GRAMMAR SCHOOLS, under Fred A. Boyer, presented another beautiful May Day festival. Teachers and children vie to surpass the performance of the previous year. The festival has become an annual event for Coronado, and thousands of spectators attend.

THE BOARD OF EDUCATION and Superintendent John A. Cranston of Santa Ana are considering calling a bond election for $1,360,000 in the near future. Part of the money is planned for two new junior high schools, one to be located at Costa Mesa and the other to be the new Frances E. Willard Junior High School in Santa Ana. Out of this sum, additional land and four new rooms are planned for the Julia C. Lathrop Junior High School, and for the junior college there is to be a new science building.

Miss Elizabeth Derby has been appointed elementary school librarian for the Anaheim schools. Miss Derby is a graduate of the Riverside Library School.

John Whitsell, who this last year represented D. Appleton & Co. on the Pacific Coast, and who was with the same firm for twelve years in Iowa and Missouri, has accepted the management of the Bobbs-Merrill educational publications for the Pacific Coast.

George C. Sherwood, Superintendent of the Orange grammar schools, has on a bond campaign for $95,000 that will be decided by May 15. The bond money is for a new school to be named in honor of Miss Lydia D. Killefer, who has been principal of the Lemon Street School in Orange for more than thirty years. The building will be a fourteen-room, one-story structure and will be located on a five-acre tract, now planted to Valencia oranges. The site is to be purchased for $23,000 out of the bond money. Two acres of the orchard are to be retained as a source of income for the school.

The county unit as a form of educational organization in California is to be seriously considered during these next two years. On April 21, in Los Angeles, the educational commission of the California Taxpayers Association considered ways of improving the present system of education. Representatives of the California Farm Bureau Federation, the California Congress of Parents and Teachers, the California Teachers Association, the Association of Public School Superintendents of California, and the State Department of Education met with the commission.

Two attorneys, J. H. O'Connor, deputy county counsel of Los Angeles, and J. H. Powell, former deputy Attorney General of California, have been instructed to draw up a proposed law for the county unit system of school administration.

According to N. Bradford Trenham, secretary of the educational commission, the county unit would make school district boundaries coterminus with those of the county, except in the case of cities which have freehold charters. Trenham states that the elected board of education would have full power to do all things necessary for the efficient administration of the schools consistent with the law and regulations of the State Board of Education.

Ellwood P. Cubberley, Ph. D., dean of the school of education, Stanford University, for many years a proponent of the county unit of school administration, pointed out some of its advantages in the general discussion. He stated:

In place of hundreds of boards of school trustees the county unit plan proposes to substitute one county board of education, elected by the people of the county, which will be exactly analogous to a city board of education in formation, duties and powers, the county board to manage all schools of the county outside of cities having a City Superintendent.

The result, inevitably, is better administered schools, more economical administration of fiscal affairs, and greater unity of educational effort than is possible under a scattered control. The plan merely applies to education what long has been applied to almost every other phase of county business. Only the schools remain under a highly decentralized and uneconomical form of control.

One of the best results that comes from county unit educational control is the gradual consolidation of scattered rural schools into larger educational units where a better type of teaching is made possible. In such schools children can be better graded and taught.

The savings that naturally accrue because of larger-scale operation and business management will more than pay for better educational opportunities needed in the counties of California.

Probably bonding for school buildings will cease, as the county as a whole can handle the matter on a building tax. If, however, bonding has to be resorted to, the larger credit of the county school district will enable the people to sell 4 or 4½ per cent bonds, instead of the usual small district 6 per cent, while the expense for bond elections would be materially lessened.

He pointed out the successful operation of the system in several Western states, including Utah, Oregon, and Arizona.

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WRITE FOR BULLETIN TO DEAN M. ELLWOOD SMITH, DIRECTOR OF SUMMER SESSION

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CREATIVE ACTIVITIES FOR THE FIRST GRADE

[PRIMARY TEACHERS will welcome the following description of a splendid piece of class activity carried out by the children of Miss Marjory Hardy's class in the first grade of a Chicago school. Miss Hardy is the author of the Child's Own Way Readers and a distinguished coworker with the department of psychology of the University of Chicago. The reader to which she here refers is "Wag and Puff," the primer of the Child's Own Way Series. Wag is a small dog, and Puff a kitten, belonging to the children Billy and Sally. The description of the activities based on this primer was contained in a personal letter to the editor of the WESTERN JOURNAL OF EDUCATION. It should be of great interest to teachers faced with the problem of group activities for very young children.—EDITOR.]

I SHOULD LIKE TO TELL YOU of the problem the first grade I am teaching worked out and how valuable it has been in connection with reading "Wag and Puff." As you know, every first-grade teacher must create situations that will make the child feel the desire and need for construction work, especially of the type that develops the large muscles and work that calls for creative effort on the part of the child.

Now, the first day of school I had two dolls sitting in chairs in one corner of the room. These dolls were a foot and one-half high, one a boy and one a girl doll. The children named them Billy and Sally. They said, "They need a house." So a large carton that paper hand-toweling comes in was sawed by a child in such a way that it made one long piece of cardboard. This, with another piece, served as two sides of the house, the two sides of a schoolroom corner making the other sides. A swing door was sawed and the cardboard painted. The children made all the furniture and furnishings of waste material; rag rugs, curtains, and furniture were made. Dresses for dolls, bedding, pictures for the wall, clay dishes, candlesticks, etc., were made. One day a perfect toy Wag and Puff were brought to school to stay for a while and now every story the children read has to be played through the dolls. The other day they said: "We can't play Wag gets lost because Billy hasn't a little yellow wagon." Another child said: "We can make one of a box"—and so they did. They have made a garage and a big black car in which Billy, Sally, Wag, and Puff may ride to the farm, which is a miniature farm in another corner of the room.

You can't imagine how interested they are in this problem and how they enjoy constructing things for it and in playing out the stories through the dolls. Splendid motive for re-reading stories.

I have given them much subject content in connection with the problem, as:

Duties in home.
Food in the home—its preparation.
  Best food to eat for health.
  Source of food (farm).
Clothing—its preparation.
  Source of materials.
Building houses—materials used—brick, concrete, etc.
  Source of material.
Coöperation in home.
Safety in home.
Pleasures—picnics, etc.
Caring for home—thrift—neatness—promptness.

I can't take time or space to tell you what possibilities there are here. Of course two dolls are needed and a toy Wag and Puff. Any group of children would contribute these characters or a school would equip the room with them.

I am telling you this because I know of no primer that would make such a problem in construction real and helpful in developing health and civic traits and habits and interest in reading the books. This covers a long period of time, also. We have had our house and representative play, and have been playing stories through the dolls since October 1, and we shall keep it indefinitely. Now the children have made a fireplace for Billy and Sally, and will hang up their stockings—Santa Claus play.

THE NEW GYMNASIUM and auditorium buildings, which were improvements to the schools of El Monte, Cal., have been completed. The buildings were erected at a cost of $72,000 and will be equipped for use this summer.

NAPA RURAL TEACHERS CLUB

By Edna Duvall

The Rural Teachers Club of Napa County—"Miss Holmes's Magnus Opus," one of our leading educators has termed it—has become a live, purposeful organization. Superintendent Eva Holmes takes this opportunity of bringing to the teachers' attention completed projects brought to her office, new school laws, pending legislation, activities of the California Teachers Association, and everything vital and interesting to the teaching profession.

Mrs. Georgia Cox Johnson, rural supervisor, presents new materials, new methods, and books for professional reading—questions every wide-awake teacher should ponder. At her request, teachers who are doing especially efficient work address the club or give demonstration lessons.

At the November meeting, Mrs. Cleo Davis, with her fourth grade at the Salvador School, conducted a very interesting silent reading lesson, bringing out the purpose, means, assignment, and questions showing comprehension and remedial measures used, in a most skillful manner.

The January meeting was held at the home of Estelle Riley, where the afternoon was spent in a general discussion on new type tests and the consideration they should be given in grading report cards; in giving reports on the results of teaching a lesson, "How to Study a Poem Rationally"; also in discussing the saving of time and energy in having a county commencement instead of the individual entertainments that have been held each year at the spring commencement.

In February, with her primary pupils at the American Canyon School, Miss Marie Hyatt gave a most able demonstration in music, including rote singing and scales previously learned, learning a new song by rote, keeping time to music, individual singing, and folk dancing.

In March Mrs. Daphne Harris gave an instructive talk on assignment, discussing its importance, the place it should have in the recitation, and its value to both teachers and pupils. Mrs. Katherine Wilson, at this same meeting, read an extremely forcible paper on recitation, showing the superiority of the present-day method over the former question and answer type, the means used to create interest, and the value of socialization.

On April 19 the annual flower show was held in Napa. The long specimen tables in the center of the room were filled with numerous varieties of flowers from all parts of Napa County and rare or beautiful specimens from other counties. The individual exhibits from each district were so exquisite and so artistically arranged that the judges had great difficulty in deciding on which baskets and unique pieces to place prize ribbons. Miss Amy Rhinehart, the well-known botanist of Oakland, who was the speaker of the afternoon, gave a most interesting and instructive talk on the specimen table exhibit.

The sixth grade of the Lincoln School produced a part of its spring pageant. Gracefully dancing in their dainty daffodil and butterfly costumes, the children vied with the flowers of field and hillside.

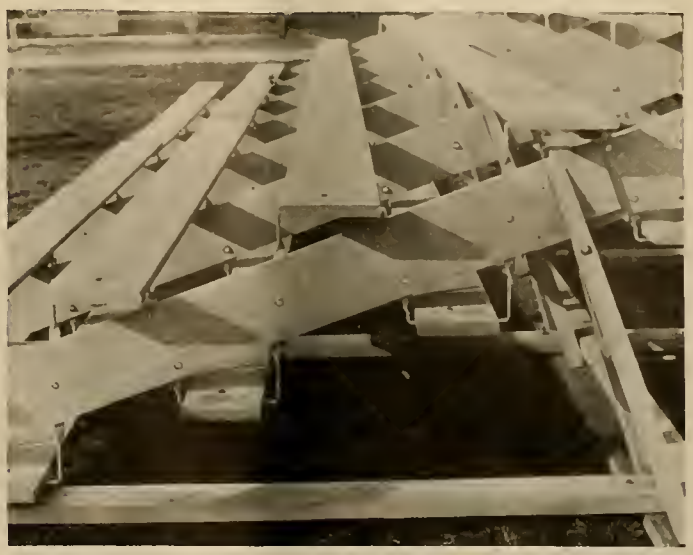
On April 21 the club met at the Yountville School for a delightful afternoon. The Columbus School gave a well-rendered health playlet with a background of clever posters and a sand table, Health Village, made by the pupils under the supervision of their teacher, Mrs. Katherine Wilson. This was followed by an hour of supervised physical education activities, ably demonstrated by Miss Wilda Addis and Miss De Barry, with the pupils of the Yountville School.

Miss Winifred Van Hagan was present and closed the program with a very interesting talk on "The Importance of Organized Play."

On April 28 the club helped the Monticello School celebrate its first play day.

The May meeting will be with the Pope Valley schools at their yearly play day, which the presence of the members of the Rural Teachers Club makes a gala day indeed for this isolated community.

Mrs. Georgia C. Johnson, rural supervisor of Napa County, is an energetic director of club and school activities.



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ACTIVITY IN A "BOXCAR" RURAL SCHOOL

By VIVIAN P. EVANS,
Rural School Supervisor, Riverside County, California

YOUNGER CHILDREN in the one-teacher rural school have usually been neglected. Older children have absorbed the attention of the teacher while some older child "heard the little ones recite" or "passed out the busy work." The teacher made little or no appeal to the natural interests of the younger children as a means of building language power to form a basis for beginning reading. In rushing to get through with the numerous recitations of the daily program, the chief factor of child growth was overlooked. Natural experience had no part.

Some one-teacher rural schools have more vision as to the needs of the younger children. A good example of broader vision is found in the little one-teacher school at Edom on the Sunkist Trail seventy miles southeast of Riverside, Cal. The children of this community were attending a school twelve miles away. Parents asked for an emergency school at Edom. But there was neither schoolhouse nor money to build one. Edom consists of a station house, a garage, a store, a café, a filling station, and several small houses for the section hands.

Finally an old boxcar was procured from the Southern Pacific Railroad. But the car was dirty and in no way fit for a school. These parents were not nonplused by such mere trifles. They scrubbed and cleaned the car. One father painted the whole car inside and out, working by the light of a lantern before and after his earning hours on the short December days preceding the opening of the school. Another parent polished the tiny stove which was to heat the building. Other parents fixed windows to give light, provided shades, built blackboards and cupboards for materials, and brought seats for the children. The teacher, Mrs. Della S. Lindley, who lives on a neighboring ranch, brought curtains and other things to beautify the little school. After New Year the school opened. Then came the problem of school materials. There was no money to buy them. Truly, "a barren soil is a good whet to the industry of a people."

Mrs. Lindley and her pupils took a walk to hunt flowers for the desert flower book which they decided to make. Many interesting things were found, but the greatest interest centered in a queer kind of earth which they found a little way back of the schoolhouse. This earth reminded the children of the small piece of commercial clay which the teacher had brought to the school. The children had enjoyed working with the clay, but there was not enough for all to use. Someone suggested that they try to use this newly found earth in the same way. Immediately a large supply was dug and the group trudged back to the schoolhouse, carrying their treasure. After some inquiry in the community, the children learned that the earth really was clay which had been washed in by the flood two years before this time.

The clay found on the excursion served as a basis for interesting school work. The earth was first pulverized, then mixed with cold water. Several forms were molded and left on the stove to dry until the next day. When the children came to

The children of Edom School (Minnie and Jesus are in the front row).

The Mexican mother helps.

school, they found that all the pieces were dry and had not cracked. Lupe, who lives near by, took some of her pieces home to dry in the range. Her mother, a Mexican woman (Indian predominating), told her to set the pieces in the sun for three days before firing to make the clay lighter and to keep the pieces from cracking. From this mother the children also learned how to keep the thin walls from cracking by working them with one finger which was kept very wet. After the three days of sunning, the pieces were placed in a little pit in the ground. A fire was built on top and allowed to smolder for a few hours and then cool down and die out while the pottery was still in the kiln. The next day the pottery was removed and decorated with poster paint brought by the teacher. At first the decorations were very crude in form and in color, but the standard rose higher and higher until very beautiful pieces of pottery were produced.

Many experiences interesting and worth while to the children grew out of the clay interest. Finding such valuable material on the desert has caused them to realize that life on the desert has many interesting things to offer. As a consequence, they have learned to observe much more closely. They have begun to work together in making collections. They have formed the habit of asking questions about things they do not understand. They go to books to find answers to their questions. Each child keeps a record of his reading. The branch library at Edom furnishes books for their use. The interest in reading along the lines of primitive life and industrial arts has carried over into the home, where parents are reading.

Other community interests and activities which have grown out of the clay experience are: (1) A desert flower book; (2) a book of desert birds and reptiles; (3) splint baskets of mesquite boughs; (4) a doll house using city tile; (5) relief maps of California; (6) a study of the Coachella Valley, with emphasis on the date, grapefruit, onion, and cotton industries; (7) activities connected with the railroad station, including the supply train with its great magnet, the daily trains and happenings on the highway, the block signals, and the telegraph office. All these things have furnished a need for learning the fundamentals of the curriculum. Social and cultural studies, too, have had attention. Major emphasis, however, has been placed on oral English, the real foundation for all school work.

In all the interests and activities the younger children have had at least some small part. The power in observation and in English expression developed through the activity work which began with clay has shown remarkable results in the beginners' class in learning to read. These children have not spent their days in listless idleness or inane "busy work." Their learning process has gone forward with real purpose under teacher guidance as they worked with the group. Minnie, a little American girl, has developed a vocabulary and an ability in the use of phrases and sentences in speech far beyond the average child in a first-grade room in a city school. She completed her preprimer work and, in addition, read three books during the first two months of school. Jesus, who came without one word of English and had no older children in the home to help him, showed remarkable development in vocabulary power

as it developed on the basis of interest in what was going on in the school. He learned to speak in phrases and sentences from the first and was able to understand and share the first-grade work with Minnie in this little class of two pupils.

The reading was rhythmical from the first because the children had something to talk about and practice in talking. There was none of the halting usually found in imposed primary reading. This was due to the fact that the vocabulary used had been developed through experiences which gave it meaning to the children themselves. The two stories given below have been selected from a number built by these children. The children dictated the stories to the teacher as she wrote on the blackboard, after which the children read the stories.

(1) Jesus had a birthday Friday.
He was six years old.
We had a birthday cake for him.
It had six red candles on it.
It had a red heart on it, too.

MAKING POTTERY

(2) We made pottery.
We made it out of clay.
We found the clay on the desert.
It was near the schoolhouse.
We first ground up the clay.
Then we wet it.
Then we made the pottery.
Lupe showed us how to burn it.
Then we painted it with a brush.

Does such work pay? Is it worth while to begin where a child can really understand what he is trying to do? Do we not postpone the attainment of final results desired by attempting to use reading before a child has ideas to express and can command the oral English necessary for such expression? Shall we continue to suffer the neglect of the younger children in the one-teacher rural schools and, thereby, weaken the school throughout because of the neglect? Should little children be forced into reading without an experience background? Should they waste their days in inane "busy work" when even the most barren communities furnish possibilities for natural development in English power? The experiences at Edom School, sitting in the sand by the desert highway, offer rich suggestions to those interested in the welfare of young children in a one-teacher rural school.

WALTER G. MARTIN, principal of Central Union High School, Fresno, Cal., is to be president of the newly established San Joaquin Business College, to be located in Fresno. Scholarships and money prizes are being offered for a more suitable name for the college.

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ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE OFFICES of the WESTERN JOURNAL OF EDUCATION and Harr Wagner Publishing Company will be located at 609 Mission Street, between New Montgomery and Second Street (C. F. Weber Building), San Francisco, June 1. This change is made necessary on account of the business requiring more space than is available in the present location.

DOCTOR A. A. D'ANCONA, formerly dean of the medical department, University of California, Supervisor of San Francisco, member of the Board of Education, and Deputy Superintendent of Schools, passed away Sunday, May 6, in San Francisco.

THE CITY BOARD OF EDUCATION of San Francisco has just purchased $7000 worth of phonographs. This is well. However, phonographs will never take the place of books in the intellect of the child.

J. W. LINSCOTT, over eighty years of age, dean of the educational forces of the state, celebrated a birthday this month. Hundreds of congratulatory letters from teachers, principals, superintendents, and bookmen were sent him—letters of appreciation for his past and present services. Hugh J. Baldwin of San Diego, himself a contemporary of Superintendent Linscott, writes: "I am glad to see this human touch exhibited by the school men of the state, in a period when commercialism, materialism, and the financial side of education seem so dominant."

M. C. James Accepts Superintendency

MORRIS C. JAMES has been elected Superintendent of Schools of Berkeley, Cal., to succeed H. B. Wilson. Superintendent James has the unique distinction of having served as City Superintendent of Berkeley, then as Deputy Superintendent, and now steps into the Superintendency again. He has endeared himself to teachers, citizens, and friends for integrity, loyalty, and devotion to duty. He will give the Berkeley schools a progressive and economical administration.

"Old Stuff"

THOMAS STARR KING, who was placed among the immortals in Washington, D. C., by the California Legislature in 1926, made the following address, September 9, 1860, and there is much of prophecy in the words he uttered:

It is now, throughout this state, the time of rejoicing in the harvest. We have been reading in the papers glowing accounts of many district agricultural fairs. This very day the yearly state fair is to be inaugurated in the capital. What interest is felt, throughout the state, in the improvements of stock, in the new varieties of fruit, in the production of more efficient and economical machinery for planting, reaping, threshing, stacking! The man who refines a breed of sheep; the man who brings from his ranch a calf or colt, perfect according to its type; the man who displays the noblest yoke of steers; the cultivator who offers to view the soundest and sweetest plums, the most lovely and savory peach, the weightiest cluster of grapes, or who can say the wisest word about preventing the curled leaf in peach trees, the rust in wheat, the "foul brood" among bees; yes, the man who produces a mammoth pumpkin, a monstrous sweet potato, a beet that will half fill a barrel, a watermelon as ample as Daniel Lambert in girth, is heard of throughout a county, perhaps throughout the limits of the state.

What interest in education can we bring yet into competition with this scientific enthusiasm for vegetable and animal products? What would the honest answer be, taking the state through, if we should ask which the people of the state were more concerned about, a better type of calves or a higher grade of children; more efficient grazing grounds or more thorough school training; vineyards that should double their profits, or methods of education that should equip pupils twice as efficiently for noble success in life; the reclaiming of tule lands, or the gathering of twice as many youth, who now receive no instruction, into the intellectual folds where they may have a teacher's care? Alas! we know what it would be. If one tithe, or one hundredth part, of the watchful, patient, cultured, and strenuous exertion that has been expended by the general community on peach-raising, short-horned cattle, the perfecting of horses, and bee culture, during the last five years, had been devoted to the training of children, and fitting them to be competent masters of their fathers' colts, and meadows, and carrot fields, the state, today, would be immeasurably advanced, beyond its present attainment, in civilization.

There is really some danger that we shall be pulled down, materialized, half-barbarized, by the very advance and splendor of our scientific control of the elements of agricultural opulence. One of our poets tells us that now

"Things are in the saddle,
And ride mankind."

The spiritual forces must be started soon in states like this, and trained to ten times their present vigor, or we shall be unable to wield the majestic armor and implements of our science and materialistic culture. And this building, which lifts the torch of education higher, as a beacon to the state, which will turn out nobler specimens of young manhood and womanhood, invites us, by peculiar fitness, in this harvest time, to rejoice in its completion, and to express our gratitude by elaborate ceremonial and reverent prayer.

DOCTOR C. N. THOMAS, who made all arrangements for bringing the Mexican school-teachers to California, was successful in giving them a wonderful time in San Francisco and vicinity. The banquet arranged by the Carnegie Foundation for International Peace, direction of Mr. Holman, was a notable affair. A. J. Cloud, Deputy Superintendent of Schools of San Francisco, assisted in making the affair a success, and Joseph Marr Gwinn was a very excellent toastmaster, a position quite difficult to fill in view of the fact that many of the guests could not speak English.

The visit of the Mexican teachers to California is a step in the right direction, and it is hoped that the lessons learned here of the religious and political freedom in the United States will have a good effect on the government of Mexico. It is only through education, and, as Mr. Gwinn stated effectively, by knowing the unknown, that fear, prejudice, and hatred disappear.

W. H. HOUSH, who was in charge of library and textbooks for the Los Angeles city school system, died May 6, 1928. He recently completed a tour of the world. His service as principal of the Los Angeles High School for twenty-five years was especially noteworthy.

MELROWE M. MARTIN, Superintendent of Albany schools, Alameda County, Cal., has been elected City Superintendent and high school principal of Ventura, as successor to A. L. Vincent, who recently died.

Appreciating George C. Bush

FOR TWENTY-THREE YEARS George C. Bush, Superintendent of South Pasadena, Cal., has been among the leaders of Los Angeles County, civically as well as educationally. While many school systems in Southern California have had varied experiences and several changes of Superintendents, Mr. Bush has been one of the leaders whose leadership has been constant and

consistent. In appreciation of this he was recently given a reception by the teachers, and among other testimonials was a life membership in the National Education Association.—*E. A. Winship, "Journal of Education," March, 1928.*

Superintendent Collins of Burbank has been elected City Superintendent of Colton, Cal.

Superintendent Joseph Marr Gwinn of San Francisco will give a course of lectures on school administration at the University of Chicago during the summer vacation.

Mrs. Susan Dorsey, Superintendent of Schools in Los Angeles, Cal., has had the degree of LL.D. conferred upon her by the University of California. Mrs. Dorsey's service in education is a matter of national comment. She was paid special honors at the recent meeting of the N. E. A. in Boston, Mass. This is the third time the degree of LL.D has been awarded to Mrs. Dorsey by various colleges.

Nicholas Ricciardi, chief, division of city secondary schools and state director of vocational education, has been given an honorary degree by Stout Institute of Wisconsin.

The annual convention of City and County Superintendents will meet at Monterey, with headquarters at Hotel Del Monte. Rates $8 per day and up. The date is the week of October 1, 1928.

W. L. Glascock, principal of the junior college, the high school of the San Mateo Union High School District, has resigned. Mr. Glascock built up an educational plant that attained state-wide fame and was frequently written up in Eastern publications. His resignation was caused by the trouble which arose over the failure to secure a large enough budget to cover the cost of the maintenance of the school. Mr. Glascock is a man of unusual ability, and the undesirable publicity given to the school trouble should not seriously handicap his educational future.

RURAL SUPERVISORS ASSOCIATION MEETINGS

The Northern Section of the Rural Supervisors Association met at the Chico State Teachers College, April 13. The association has been making a study of the Montana course of study, and final reports based on this study were made by Ethel Saxon Ward on history, A. L. Case on geography, and Walter G. Bancroft on physiology and hygiene.

This was the last meeting that the Northern Section will hold this year. The first meeting in the fall is to be held during the Study Institute at Chico, which begins September 10.

The following list of names is witness to the wide representation and active interest taken by the members of the Northern Section in the problem of rural supervision:

A. L. Case, Sacramento County supervisor; Eddie Rae Long, Tehama County supervisor; Stacy Armstrong, Yolo County supervisor; Katherine R. McQuaid, Yuba County supervisor; Carmelita Duff, Butte County librarian; M. L. Richmond, Butte County supervisor; Emily Rothlin, Lassen County supervisor; Portia F. Moss, Placer County superintendent; Arta O. Bradt, Placer County supervisor; Ruth Edmonds, Colusa County supervisor; Jay E. Partridge, County Superintendent, Butte County; Walter G. Bancroft, supervisor, Modoc County; Sophia Neale Barnard, primary supervisor, Placer county; Floyd L. Tarr, Butte County, physical education supervisor; Paul D. Henderson, County Superintendent, Tehama County; Ethel S. Ward, rural supervisor, Redding; Mary Elizabeth Davis, State Board of Health; R. W. Camper, rural supervisor, Willows, Cal.

The San Joaquin Valley Rural Supervisors Association met in Visalia on April 13. The morning session was spent in the usual business and in reports of committees. The afternoon session was devoted to talks by Miss Helen Heffernan and several members of the faculty of the San Francisco State Teachers College on the following subjects:

"The Psychological Significance of a Program of Individual Instruction," Miss Hilda Holmes.

"Individual Instruction in Language," Miss Effie McFadden.

"The Organization and Management of a School on the Individual Instruction Basis," Miss Cecilia Anderson.

"Individual Instruction in Arithmetic," Miss Mary A. Ward.

The child as an individual—sensed and seen according to his special problems—is the mainspring of educational thought today. Doctor Frederic Burk began to think practically along that line many years ago and to translate his thought into classroom technique. The San Francisco State Teachers College faculty has a wealth of experience which would bring to the above subjects the confidence of theory made fact.

SIMPLIFIED TYPE OF RURAL SCHOOL ENTERTAINMENTS

By F. M. Fulstone

[The work of the committee on graduation programs and entertainments for the Fresno County schools is issued in mimeograph form. It contains an excellent series of programs based upon school activities and textbooks. The dramatizations in social studies are particularly fine.—Editor.]

At this time of year, with the closing of schools and graduations approaching, a large problem which confronts principals and teachers is what to do about the graduation program. It is no new problem and is one which has always been the cause of anxiety to all concerned. Similar problems arise on other school occasions, such as Thanksgiving Day, Christmas, Parent-Teacher meetings, and other community affairs.

The time was when the "spelling bee" met the usual requirements of such entertainments, but with our increasing and changing social conditions, both in and out of school, came an ever-increasing trend toward a more pretentious program. Succeeding programs vied with each previous one in an effort to eclipse the one before, until in many instances only the most talented children of the school are assigned parts and often these parts call for performances which are far beyond the age experiences and capacities of the children.

Such attempts require many hours of work of school time that could better be given to regular school work, as well as hours after school and at noon and recesses. Not alone have children been exploited for entertainment of the public, but the teachers are themselves exhausted and unfitted for their daily tasks of regular school work during several weeks at the end of the school year.

With the passing of the years we are beginning to realize that we have not the right to impose on children the necessity of committing to memory anything that will not assist them in meeting situations that may arise in their daily living.

With these considerations in mind, combined with a view of the changing ideas in education, a simplified type of school entertainment and graduation exercises was tried out last year in a number of rural schools in Fresno County. Superintendent Edwards appointed a committee of rural teachers to work out a new plan for such entertainments along saner lines and in which school subjects and activities closely related thereto should form the basis for these entertainments. Accordingly the committee recorded a number of sources from which material could be selected by the schools, including the regular and supplementary textbooks. These are studied during the year and form the background of work from which an original program may be evolved, and in this way require but little effort to bring into final form.

A decided advantage is gained by this procedure. There is created an immediate opportunity for application of knowledge acquired in school subjects as well as application of oral language, dramatization, sewing, music, art, including projects in stage decoration, costuming, and the like.

Every child is given a part in this program according to his inclinations, aptitudes, and abilities. In fact, he is given opportunity in one way or another to try out in the various phases of the performance. Teachers and pupils discuss the plans and materials to be used and together decide on the program to be given.

THE SAN GABRIEL VALLEY JUNIOR LEAGUE

By W. M. CULP

IN THE BEAUTIFUL San Gabriel Valley of Los Angeles County there has been in existence during the last three years the San Gabriel Valley Junior League, an organization of schools and school people who have voluntarily united to further the scholastic and athletic interests of their groups. The organization is unique in that it is perhaps the first of its kind in California. In various counties there have been study organizations of various schools, but these have been planned by the county supervisory forces.

Frank M. Wright, District Superintendent of El Monte Schools, and president of the San Gabriel Valley Junior League.

During the last three years, the San Gabriel Valley Junior League has had as its president Frank M. Wright, District Superintendent of Schools of El Monte. Due to his energy, as well as the whole-hearted coöperation of the members, the league's success has been great. Associated with Mr. Wright as officers of the league are John Miller, South Santa Anita, vice president, and Elmer Nehr, San Marino, secretary.

Seven schools comprise the league. They are: Rosemead, Otto J. Harvey; Arcadia, R. Bruce Wolter; Garvey, Mrs. Lorraine Shearer; South Santa Anita, John Miller; El Monte, Frank M. Wright; San Marino, Elmer Nehr; Temple, Mrs. Emma Eby.

The original purpose in the formation of the league was for the regulation of athletic contests between the schools. It had been found that much bad feeling had been created as the outcome of various games. Heads of the schools felt that if good sportsmanship was not a result of interschool activities, such activity was defeating its own purpose. As a result, when each school joined the league, every school head pledged that under no circumstance would his school indulge in fault-finding controversies with other co-league workers. Up to the present time only the most pleasant relations have existed between the members. Rules and regulations are few. The only regulation governing the eligibility of pupils for contests is that they must be doing passing work in all their subjects. Besides athletic activities, last year the league sponsored an essay contest.

This year has seen the league undertaking a professional program for the teaching corps of the seven schools. Four conferences of all the teachers, 150 in number, have been held. The first meeting held at the Garvey School is a type of the procedure followed. The members assembled at 4:30 p. m. and the purpose of the meeting was outlined by President Wright. Mrs. Lorraine Shearer, Superintendent of the Garvey School, then gave a talk on teacher rating. Adjournment was then made to the cafeteria, where the Garvey P.–T. A. served dinner. After dinner the assemblage broke up into small groups by grades. Each grade had a leader, and subjects pertinent to the grade were discussed. This plan was followed in the other meetings: First a general assembly, then dinner, then section meetings. Excellent results have been obtained, such as the breaking down of district boundaries and the building of healthful social relationships between the teachers of the various schools. The establishment of more uniform standard of achievement in subjects has been an important result.

Leaders of discussion have largely come from within the ranks of the league's own members, among whom are many most competent teachers. At one meeting, Superintendent George C. Bush of South Pasadena addressed the gathering on "What Constituted a Good Teacher." At another meeting, H. S. Upjohn, Assistant Los Angeles County Superintendent of Schools, spoke to the gathering on "Visual Education." In addition there was a demonstration of various types of apparatus for visual education by assembled salesmen.

The San Gabriel Valley Junior League is an experiment in successful interschool coöperation.

CURRICULUM BUILDING IN JUNIOR HIGH SCHOOL SOCIAL STUDIES

By W. WALKER BROWN
Research Assistant, Department of Psychology and Educational Research, Los Angeles City Schools

CURRICULUM BUILDING is somewhat analogous to an indeterminate assignment. The job is there and the assignment is never finished. However, in curriculum building as in the indeterminate assignment, it is well to have an immediate task for accomplishment. Hence in junior high school social studies, this year's goal has been set. It is to put into printed form the best contributions of the teachers of geography, occupations, American history and citizenship, and ancient history. In so far as the inclusion only of these best contributions raises the quality level of the curriculum content, the printing of the courses will be a step toward a better curriculum in 1928–29.

It is plain that the achievement of this immediate goal would by no means fulfill the demands of thoroughly scientific curriculum making. Starting without the obsessions of tradition in regard to subject-matter, finding out what are the desirable activities and higher activities that children do or should engage in, consulting the findings of subject-matter experts, referring to the prophecies of "frontier thinkers," are all curriculum procedures not to be ignored. But in a city the size of Los Angeles, there are pressing immediate problems. In the three-year junior high schools alone, there are approximately 25,000 pupils and one thousand teachers involved in the social studies. It takes almost a month to visit these institutions, to say nothing of the seventh, eighth, and ninth grades organized under a different plan. The problem of securing the best contributions of teachers, as well as disseminating information which will promote a sympathetic understanding of the city-wide problems in each subject, is a matter of first importance. Even though theoretically we should start with a clean curriculum slate, it is humanly efficient under the circumstances to take one step at a time, beginning where we find ourselves.

Providing "Temporary Printing" is emblazoned on the courses reorganized, there need be little danger that the first efforts will become a static curriculum. In social studies it is particularly true that the curriculum must not become set. In man's experience there are few things more in flux than the social "life-together." Even in such apparently well-settled fields as the history of early peoples, where time has given us historical perspective, the data are so modified by research scholars as to make the textbooks teachers studied when adolescents out of date for the pupils they teach. It is doubtful if the social studies curriculum can ever keep up to the ever-changing society, but it must try. At no time is it healthy for a teaching group to feel, "There, that is done." Hence the necessity for constant revision and temporary printing.

One of the most important considerations in curriculum problems is textbooks. In this respect the experience of Los Angeles in its junior high school social studies appears to be no exception. Textbook writers have been our most active and deterministic curriculum makers. The authors have not set themselves up as such, but they have been so received. In many cities, courses of study have been nothing more than an amplified table of contents of the text in use. Our immediate problem in regard to textbooks is to determine clearly what we want our courses to do for the pupil, select or retain, as objectively as possible, the texts that will promote the desired outcomes, and then build courses of study with definite page references indicated, which will temper the textbook and thus secure the emphasis desired. A course of study should do more than this, but as far as textbooks are concerned, this appears to be the function.

The junior high school social studies teachers and administrators must determine the kind of curriculum desired. There are three types of courses in the country: (1) The traditional separate subject-matter course, where no relation or correlation is expected between the subject. (2) The unified or amalgamated course sponsored largely by the Rugg group of Lincoln School, Teachers College. For clarity in thinking, it is pointed out that "unified" does not necessarily imply that such a course

is required for the three years. That is a question of administration. (3) The so-called integrated course sponsored by Knowlton of Lincoln School, Teachers College, and now of Yale. The main ideas of the latter are that there shall be (a) subject divisions; (b) a core subject for each grade, for example, geography in grade seven as the core; (c) an integration in each grade such that in the study of Western Expansion in American History, for example, so much of geography will be taught as is necessary to understand the history involved; (d) chronological arrangement in history; (e) basic textbooks. Such a plan is a middle ground between the unified and the traditional subject-matter course.

In order that something definite can be accomplished during the second semester of this year, several subcommittees will be formed. In each of the three grades there will be a committee on the units of instruction for the core subject, a survey committee on texts and reference materials, one on teaching aids and projects, one on ideals and attitudes, and a committee on tests and measurements. By thus utilizing a division of labor in the work, it is possible that certain things may be accomplished even in a half year. The members of these subcommittees will be drawn largely from the city junior high school social study committee. However, this will not be exclusively true, as all teachers found to be especially interested in some phase of the work will be asked to take part. Teachers will be asked to work upon only those committees which are considering problems involved in their daily teaching. By this means, and by meeting but once a month, it is thought the extra demand of time and attention need not become excessive.

An extensive survey of the social studies situation made during November and December in the nineteen three-year junior high schools has made it possible to indicate some of the significant factors for further curriculum revision. They are:

1. The idea that curriculum building is necessary and desirable seems to be thoroughly accepted by teachers and administrators.

2. The opinion that the junior high school social studies is in a disorganized state is general.

3. The teachers in the senior high schools are expecting that something will be done.

4. There is a vast amount of experience here and elsewhere that can be taken advantage of.

5. A number of junior high school social studies departments are engaged at present in studies, the results of which can be used city-wide.

6. There is a large number of teachers who have valuable individual contributions to make concerning projects, methods and materials for fast and slow groups, etc., which need only to be collected.

7. The problem of what and how to teach the fast, medium, and slow groups is pressing in all social studies subjects.

8. In many cases the problem of a satisfactory text is urgent.

9. By asking teachers to work on committees considering problems involved in their daily class work, the working load of teachers need not become excessive.

10. The integrated type of course which retains subject-matter divisions, sets a core subject and emphasis for each grade, and attempts to integrate within each core the necessary understandings from the other core subjects, appears to be middle ground on which most of the teachers and administrators will meet.

11. The least possible accomplishment by September, 1928, should be printing in each subject the best curriculum contributions of the better teachers of the city.—*Educational Research Bulletin, Los Angeles City Schools.*

SANTA CRUZ COUNTY MEETING

The following Santa Cruz, Cal., county school educators attended a recent meeting for discussion of school affairs and improvements:

Edith E. Fikes of Gault School, Mrs. Janie M. Stocking of Bay View School, C. L. Scott of the Branciforte School, Mary E. Morgan of Lowell Street School, Vesta E. Vail of Mission Hill School, and Ada C. Samson of the Garfield Park School, all in Santa Cruz; Elma G. Bradley of the Corralitos Union School, Ruth W. Plummer of the Hester School in San Jose; Marie R. Woodward of Amesti School, Zella C. Coats of Scotts Valley, Margaret M. Oliver of Felton, and Clarence E. Buthenuth of the Watsonville Grammar School.

GEOGRAPHICAL PUBLICATIONS

Harold W. Fairbanks. *Real Geography and Its Place in the Schools.* 198 pages. Harr Wagner Publishing Company, San Francisco. 1927. $2.

Real Geography and Its Place in the Schools is a thought-provoking and a thought-clarifying discussion of a pertinent subject. Following other important publications by this author, it deserves and justifies time put upon its careful reading. In the light of unsettled opinions as to what part geography has or should have in the curriculum, what constitutes its unique contribution, and how its material should be presented in the schools, there could hardly be for geography teachers a more important book to consider.

H. W. Fairbanks

The author leaves the reader in no doubt as to his conclusions as to what constitutes real geography, what should be the aim of geography, the order in which the materials of geography should be studied, the problem method, the relation of geography to other subjects of the curriculum, and the place of maps and map study in real geography. Each of these topics constitutes a chapter in which writers other than the author are quoted frankly and fearlessly.

The book makes out a strong case for such considerations as the following: That while geography has no content which is under all circumstances its own, it is a viewpoint, actual and sufficiently important to warrant the continuance of geography study through junior and senior high, through college and university, if one's interest in the subject leads him on. That the true point of view is the relationship concept, in the light of which viewpoint locational and factual material are irrelevant to geography except in so far as they contribute to the interpretation of geographic relationships. That standard objective measurement must of necessity remain difficult of attainment because only interpretative material is truly geographic. That much of the study of industries as now recommended is not geographic in nature. That the topical outline, journey geography, and ordinary map study are unfortunate hangovers from the old factual or locational type of teaching. That the type study, or big unit study, is antagonistic to the study of natural regions, which is recommended as essential throughout grades five to seven. That the problem method is of paramount importance in the teaching of geography. That a simple why question is a thought question, therefore a simple problem, but that the best problems embody contrast or antithesis, and are broad enough to motivate and bring out adequate geographic study.

The tendency to drop geography at the end of the sixth grade, to lose it in social science in junior high school, and in general science in senior high school, is strongly deplored. To check such tendencies, geography teachers are urged by the author to define more clearly the content of geographic material and to standardize more fully geographic presentation in the various grades.

Harriet Smith.

Sam Houston State Teachers College, Huntsville, Texas.

[Reprinted from *The Journal of Geography*, May issue.]

NEW MARYSVILLE HIGH SCHOOL PLANT

The new $400,000 high school plant in Marysville, Cal., has been completed and was dedicated in April. Curtis Warren is principal of the high school, and in the planning and completion of the new buildings he is given a large amount of credit. Principal Warren declared recently that efficiency, economy, and beauty were the three major considerations in planning the high school buildings. The Marysville *Appeal-Democrat*, daily paper, issued four extra pages recently telling of the six fine new buildings and the dedication.

N. P. Nielson, chief of division of health and physical education, was elected to membership on the state council of the California Interscholastic Federation at a meeting held in Selma, May 3. The federation council pledged itself to support the enforcement of the anti-fraternity law, and in the future, playing of a fraternity member on a school team will forfeit the game and the school may be suspended from competition.

L. J. Williams of Orosi, Cal., is to be principal of the high school, Visalia, Cal., for the coming year.

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WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.]

Helen Heffernan, chief, division of rural education in California, and Mark Keppel, Superintendent of Los Angeles county schools, spent several days the first of the month officially visiting and inspecting the schools of Antelope Valley, Los Angeles County, Cal. Besides the official aspects of the event, a number of social affairs were held in honor of the educators.

Among the Oroville educators who attended the Rural Supervisors Association meeting held recently in Chico, Cal., were Floyd Tarr, supervisor of attendance of schools; Miss M. L. Richmond, Superintendent of Rural Schools; Carmelita Duff, County Librarian, and J. E. Partridge, County School Superintendent.

The Hughson Union High School, Hughson, Cal., was dedicated recently. A. G. Elmore, Superintendent of Stanislaus county schools, was one of the speakers on the program. Joseph C. Templeton is principal of the Hughson High School.

George T. Berry of Biggs, principal of the Biggs High School, Biggs, Cal., has been elected by the executive council of the California Teachers Association to serve as one of the three delegates to the National Educational Association convention in June in Minneapolis, Minn. He is a former County Superintendent of Schools.

W. M. Coman has resigned as principal of the Visalia High School, Visalia, Cal., effective in June. He will accept a position in the Los Angeles city schools.

John Thomas, athletic instructor of San Ramon Valley Union High School, Dansville, Cal., has been named principal by the school's board of trustees to succeed Paul Bickel, resigned. Thomas will assume the principalship at the beginning of the new term. Bickel is going to New York to pursue research studies.

At a meeting of the Delhi, Cal., grammar school board the following teachers were engaged for the coming school year: Miss Edna Schendel, Mrs. H. J. Montgomery, Mrs. H. J. Culbertson, and Mrs. W. A. Knapp. All are at present teaching in the school. George Ferguson, principal, has tendered his resignation.

H. C. Petray, for forty-five years a school teacher, will retire on June 30. He is leaving his position as principal of the Woodrow Wilson Junior High School, Oakland, Cal., after twenty-two years of service in the Oakland School Department.

Arthur B. Downing has resigned as principal of the Roosevelt School, Modesto, Cal., a position he has held for several years.

E. R. Utter, for several years principal of the Modesto High School, Modesto, Cal., has tendered his resignation to the Board of Education as principal, and filed an application for the principalship of the evening school. The board accepted the resignation, but asked him to retain the headship of the science department of the day school. His application to be named principal of the evening school, to be devoted principally to the education of adults, was granted. It was announced that the successor to Utter as principal of the day school would not be named for some time.

Pioneering in the field of secondary education in California, the Pasadena Board of Education has taken the first definite step toward ultimate adoption of the 6—4—4 organization by voting to remove the tenth grade from the Pasadena High School. This means that there will be six elementary grades, four in junior high school, and four in the combined senior high school and junior college. This action is in line with latest developments in secondary education, which indicate in the next few years the leading colleges and universities of California and the United States will drop the first two years of college work. This reorganization, which is expected to reduce the cost of administering the senior high school and junior college by $70,000 a year, has been worked out by Principal John W. Harbeson at the suggestion of Superintendent John A. Sexson and with the assistance of the research department.

Departing from usual educational practice, Principal W. T. Van Voris of Alhambra High School, Alhambra, Cal., has announced the appointment of a faculty advisory committee of five members to pass on college recommendations for Alhambra graduates. Heretofore the principal alone has determined college recommendations, but under the system inaugurated by Professor Van Voris, representatives of the five branches of the school's college preparatory courses will, hereafter, decide with him the fitness of students to continue their studies in colleges and universities.

H. W. Kelly of the Grove High School faculty, Pacific Grove, Cal., has resigned from his position. He was physical education coach and instructor in American history and civics.

WHITTIER SCHOOL NOTES

The East Whittier School, a large rural school in Los Angeles County, held its annual kite tournament as usual this spring. Over one hundred kites were entered by the pupils, and prizes were awarded for:

The largest kite.
The smallest kite.
The most beautiful kite.
The funniest kite.
The best constructed kite.
The most outstanding kite.

Crowds of visitors were present, and cars of passersby lined the boulevard to see the interesting spectacle. Miss Bessie Olive Brown is principal of the school.

A unique affair in the way of a home-coming was recently held at the East Whittier Grammar School in Los Angeles County. About two hundred old graduates, former teachers, and board members were present.

GREGG COMPANY NEW OFFICES

The Gregg Publishing Company announces the removal of its Chicago office from 623 South Wabash Avenue to the new building located at the southwest corner of Twenty-fifth Street and Prairie Avenue. The new and larger quarters will comprise the entire top floor of this modern building, in the heart of a rapidly growing publishing district.

This removal reflects the steady and sure growth of the company, and is in harmony with its steadfast policy of sparing no expense in equipping itself to be of worth-while service to schools, commercial teachers, and students.

BEG YOUR PARDON!

"The Polygram" is the name of the biweekly paper issued by the students of the California Polytechnic School, and not of the high school, as was stated in the April issue of the Western Journal of Education. The Polytechnic School is a vocational school, and the paper is written and printed by the students on the campus.

A Message to

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When Making Your Book Orders

To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save you time and also the time of those who place the orders.

This list is of advertisers in the Sierra Educational News. Further details of their publications may be obtained by consulting their advertisements in the magazine—or write to the Sierra Educational News for desired information.

Whenever possible buy from the firms who advertise in your magazine —the Sierra Educational News.

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Bradley—Milton Bradley Co.....554 Mission St., San Francisco
Bridgman—Bridgman Publishers.....Pelham, New York
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Dodd—Dodd, Mead & Co.....734 Pacific Bldg., 821 Market St., San Francisco
Eldredge—Eldredge Entertainment House, Inc.....Franklin, Ohio
Ginn—Ginn & Co.....45 Second St., San Francisco
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Iroquois—Iroquois Publishing Co., Inc.....149 New Montgomery St., San Francisco
Johnson—Johnson Publishing Co.....Richmond, Virginia
Kuhn—Samuel O. Kuhn.....Box 70, Station J, New York City
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Q.—How soon can I get delivery after order is placed?

A.—Delivery in 24 hours to any part of the state. Send orders to Compton's Pictured Encyclopedia, 60 California Street, San Francisco.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Convention of California Librarians

Hung in a conspicuous place in the lobby of the Glenwood Mission Inn is this old homely Scotch sentiment: "Ye canna expect to be baith grand and comfortable." Several hundred California librarians attending the thirty-third annual meeting of the California Library Association completely upset this Scotch theory as they reveled blissfully in the beauty and infinite variety of the incomparable Glenwood Mission Inn. That intangible something which causes the guests of the "Mission Inn" to feel at home was accentuated by the unfailing thoughtfulness of Charles F. Woods, librarian of the Riverside Public Library, who acted as host. No courtesy that could be shown to the members of the convention was overlooked by him.

On April 2, preceding the meeting of the C. L. A., the nineteenth annual California County Librarians' convention was held. The forenoon was spent visiting the exceptionally fine, well-equipped, new headquarters of the San Bernardino County Free Library, located in the recently erected county courthouse. Miss Caroline S. Waters, county librarian, and her staff were on the alert to show all the fine features of their new quarters. Miss Waters was also in charge of the excellent array of exhibits by librarians and publishers which was held in the Adobe at the Glenwood Mission Inn during the convention.

The two speakers at the afternoon session were William John Cooper, State Superintendent of Public Instruction, and H. A. Payne, Auditor of Los Angeles County. Mr. Payne gave a most valuable and helpful talk in which he explained the provisions of the new county budget law most clearly and minutely.

Mr. Cooper's presentation of the state's educational program was listened to with the deepest interest by the librarians. At the close of the meeting both Mr. Cooper and Mr. Payne were surrounded by large groups of librarians whose questions they answered most untiringly.

A dinner for county librarians and their assistants in the evening was followed by an informal meeting to discuss any county library problems of local or state-wide interest.

A three-day session of the California Library Association followed the meeting of the county librarians. The president, Mrs. Frances Burns Linn, was a most gracious and tactful presiding officer. The program was exceptionally fine and varied. Each day authors and books were accorded a prominent place.

Library publicity, both by news writing and by public speaking, was featured in a most entertaining way. Frederick Faulkner, former editor of the Sacramento *Union*, gave his ideas of libraries and what constituted publicity.

Library publicity by public speaking was exemplied by Miss Susan T. Smith, librarian, Sacramento Public Library; Mrs. Alice G. Whitbeck, librarian, Contra Costa County Free Library, and Orra E. Monnette, president, board of library trustees, Los Angeles Public Library. A lay jury comprising Stanley Abel, supervisor, Kern County; Frank Troth, Sr., library trustee, Riverside; John T. Redmand, councilman, Riverside, and Milton J. Ferguson, State Librarian, were the critics. Professor Benjamin D. Scott, Pomona College, presided.

Miss Smith presented an annual library budget to an imaginary city council as carefully and forcefully as if the future welfare of an actual library depended upon her presentation. The lay jury injected questions and comments, both relevant and irrelevant, which brought instant and convincing replies from the speaker.

Mrs. Whitbeck appeared, asking for the establishment of a county library. With an air of absolute certainty that her request would be granted, she proceeded to show the jury that a county library was essential to the happiness and prosperity of the mythical county she created. When she had finished, not a man of them had the hardihood to raise an objection.

Mr. Monnette urged a building bond issue so skillfully that any objections the jury might have had were voiced most faintly and trailed off into silence.

With keen, yet kindly, thrusts Professor Scott showed the vulnerable spots in the speeches and offered suggestions. He urged public speakers to keep within their time limit and to use the positive and not the negative means of approach in addressing an audience. He was masterly in his quick, keen summary of the speeches.

Carl B. Roden, president of the American Library Association, gave a vigorous address, filled with information on "Our National Association."

An ever-welcome speaker from the Department of Education, Mrs. Ethel Richardson Allen, chief, division of adult education, gave a vivid picture of adults who were trying to read this strange new world with its rapid changes and who needed direction in order to have clearer and better judgments. She emphasized the necessity of training teachers for adult education. Forums to further adult education are being held in Fresno, Auburn, Tulare, and other places and have been addressed by members of the Governor's cabinet, with audiences numbering as high as five hundred.

Mrs. Allen paid a glowing tribute to the never-failing efficiency of the libraries of California.

Miss K. Dorothy Ferguson, librarian, Bank of Italy, representing special libraries, showed how special libraries could be of service to public libraries. Special librarians deal little with books. Their function is to get ideas to pass on to people who are in business. Every business man should be made to realize, "Your library is as near as your telephone; if it isn't, it ought to be."

New viewpoints in American history as presented by Professor Louis K. Koontz, University of California, Los Angeles, contrasted the old historian with the new; the ultraconservative with the ultraradical. He urged the necessity of humanizing knowledge and of popularizing it with young students as well as adults.

Professor B. H. Lehman, University of California, was one of the highlights of the convention in his address on the trend of modern fiction. He was followed by Mrs. J. Wells Smith on values in fiction. World vistas in foreign fiction by Miss Helen E. Haines was illustrated by a short list of foreign novels in English translation. Miss

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Haines compiled this list for the California Library Association and grouped it under "Russian Vistas: A Chronological Sequence" and "European Vistas: Past and Present."

"In a Bookstore" was the subject assigned to Martyn Johnson of Hollywood. He said his bookstore was an experimental shop.

Miss Dorothy E. Newton of the adult department, Los Angeles Public Library, gave a most helpful talk on "Old Books With New."

One session was devoted to children's reading from the viewpoint of: A mother, Mrs. Ilot Johnson, Los Angeles; a teacher, Eloise Ramsey, Detroit; a librarian, Eva Leslie; an author and illustrator, Mrs. Lucy Fitch Perkins; a publisher, Virginia Kirkus, New York; a school librarian, Gladys English; the reading of fairy tales, Ella Young.

Mrs. Johnson said the children's librarian represents pleasure; the teacher—the taskmaster. Miss Ramsey opposed rigid grading in reading and said that books listed for children from six to eight years of age were seldom read before the tenth year. Miss Ramsey stressed children's creative work and said it was a guide to their reading preferences. Composing poetry by children six years of age and over is simply a game with rhythmic words, and she illustrated her assertion with entrancing bits of poetry by children. Miss Leslie made many valuable suggestions for guiding children's reading.

Mrs. Lucy Fitch Perkins, author and illustrator, with rare insight into childish ideas and desires, guided her audience with delicate touches back to the invisible world of childhood. She said adults who found their way back to the child's world re-created a beautiful yesterday. Children cannot enter our world. Few of us can return to theirs. Because of this blindness of adults, children often look upon parents as the iconoclasts of dreams.

Miss Virginia Kirkus of New York approached children's reading from the publisher's standpoint. She told of Harper's department for boys and girls, and said ages should not appear on children's books. She gave an alluring picture of her contacts with artists, authors, manuscripts, and the making of books and reprints.

Miss Gladys English, librarian, Piedmont High School, emphasized the necessity of becoming acquainted with a child's interest and furnishing books that will satisfy his desires.

The Irish poet, Miss Ella Young, declared that modern life shuts people into compartments. A dynamic personality is desired commercially, yet laziness is as necessary as action. Lazy moments are needed for creative imagination. A so-called lazy child may be a very imaginative child—possibly a genius in embryo.

The entertainment features of the convention were exceptionally fine. On the opening day the members of the convention were given a delightful drive in and around Riverside as the guests of the Riverside Chamber of Commerce.

The Spanish dinner the first evening will be long remembered. Music by Jose Arias and his musicians, accompanied by a bewitching Spanish dancer, created a Spanish atmosphere. Following the dinner a short program was given in the dining-room, with Leslie Hood acting as toastmaster. Carl Moon read a group of his delightful children's verses. Grace Moon, author of children's books, urged the necessity of keeping juvenile literature wholesome and instructive. S. S. Hinds of Pasadena talked most learnedly and irresistibly on "The Sucker," saying he was fully qualified to talk on the subject, as he belonged to that wide fraternity.

Anne Shannon Monroe, author, told in detail of the writing and sale of her first novel.

Following this program a clever one-act play, "Tio Juan," was presented most realistically by The Library Players, an organization of the Los Angeles Public Library staff which meets monthly to read plays and which produces one semiannually. The play was written by Laura C. Cooley of the history department of the Los Angeles Public Library. Frances Richardson as *Pepa*, a young and beautiful girl, and Susanna C. Ott as *Tio Juan*, a decrepit old servant and also a successful gambler, were the leading members of the cast.

The following evening was "An Evening With Western Authors," presented by Houghton Mifflin Company. Harrison Leussler, representing the company, was in charge of the program and conducted a most delightful evening. W. C. Tuttle, Henry Herbert Knibles, James Willard Schultz, Eugene Manlove Rhodes, Colonel William M. Breakenridge, William S. Hart, and Chief Luther Standing Bear, chief of the Oglada Sioux, demonstrated that they could be entertaining speakers as well as writers.

A business meeting closed the sessions of the California Library Association. Among the resolutions presented by Robert Rea, librarian, San Francisco Public Library, and chairman of the resolutions committee, was one in which he said the librarians bade their State Lihrarian, Milton J. Ferguson, Godspeed on his journey to and success in his work in South Africa during his year's leave of absence.

The officers elected for the ensuing year were Miss Mabel R. Gillis, president; Miss Eleanor Hitt, vice president, and Miss Hazel Gibson, secretary-treasurer.

Notice of Examination

Notice is hereby given that a Teachers' Competitive Examination for positions in the Kindergartens and Elementary Grades of the San Francisco Public Schools will be held on Saturday, June 9, 1928.

For further information and application blanks apply to the office of Superintendent of Schools, Department of Personnel, San Francisco.

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ABOUT BOOKS

China, by Harry A. Franck: This book is one of the "Travels in Many Lands" series put out by the F. A. Owen Publishing Company. It is compact, interesting, complete, up to date, and is written from the personal point of view which is always appealing. Illustrations are photographs and are exceptionally good. This book is to be recommended for general reading as well as for the study of geography. (F. A. Owen Publishing Company, Dansville, New York.)

The Japanese Empire, by Harry A. Franck: Here is a companion book to the volume on China, and written by the same author who is completing the series "Travels in Many Lands." The manuscript for the book on South America is now in the hands of the publishers, according to word recently received. And this story of Japan, and its illustrations, bear the same charm and carry the same fund of information as the companion book. The fact that this material is all up to date, more so than much of that on the market, cannot be too strongly emphasized. (F. A. Owen Publishing Company, Dansville, New York.)

The Father of Little Women, by Honoré Willsie Morrow: This is the life story of A. Bronson Alcott, probably better known as the father of Louisa M. Alcott! The story "reveals his tragic disappointments, his wonderful intellectual and spiritual qualities as evidenced in his own letters and journals." The story presents a fascinating study of human nature. (Little, Brown & Co., 34 Beacon Street, Boston, Mass.)

English Step by Step—Three Volumes—Third, Fourth, and Fifth Years, by Ellen A. G. Phillips and Cecil A. Kidd: These volumes, attractively illustrated, give material week by week, suggestions for daily recitations, and for oral and written work. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

Outlines of European History, by James Harvey Robinson and Charles A. Beard: This thorough treatise of illustrated material is the second volume of a two-year course covering the history of European civilization. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $2.12.)

English Fundamentals, by Rannie B. Baker and Mabel Goddard: This is a high school volume, fitting the work of the school to the needs of the pupil. The book is the result of fifteen years of teamwork on the part of the teachers in the Arsenal Technical Schools of Indianapolis. (J. B. Lippincott Company, East Washington Square, Philadelphia, Pa.)

The Music Map of the World, by George M. Chadwick: Articles on the national music of the various countries represented have been prepared by George M. Chadwick, an eminent musician. A large four-color decorative map of the world, designed by O. W. Jaquish, who is noted for his decorative maps, is folded inside the cover, and indicates the birthplaces of famous composers. A biographical dictionary of these composers is to be found in the back of the book. Small maps and decorations characteristic of each country embellish the pages containing the programs and descriptive articles. These booklets are now

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available, and will be distributed only on special request. (The New York Edison Company, 130 East Fifteenth Street, New York.)

LITTLE WORLD-CHILDREN, by Elizabeth Ellis Scantlebury; illustrated by Hildegard Woodward: Home life of children of other lands is told of in simple fashion in this small volume, which is really the beginning of geography. Food, clothes, and homes are all included in story form, as told by a mother to a group of children. Some provision is made for activities, and these suggestions should prove helpful to the teachers. The book is adapted for third-grade pupils, but could be read to second-graders. The illustrations are attractive and interesting and furnish additional information. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

PRACTICAL SPANISH GRAMMAR, by Henri C. Neel and L. F. Kennedy: Contains special drills for the acquirement of fluency in oral Spanish. (Prentice–Hall, 70 Fifth Avenue, New York. Price $1.50.)

GREAT MOMENTS FROM GREAT STORIES, edited with notes and introduction by Thomas L. Doyle: A delightful and inspiring volume for the junior high school literature class. (Globe Book Company, 175 Fifth Avenue, New York. Price $1.)

BIRD STUDY FOR CALIFORNIA SCHOOLS, by Gretchen L. Libby and Harold C. Bryant: This excellent pamphlet just off the press is thorough. A variety of helps for children to use when studying birds are given with the properly assembled content. Bird laws, guides, bibliography, and a host of other information is given with the actual information. This booklet is published by the State of California Division Fish and Game Commission and is classed as Teachers' Bulletin No. 9.

EVERYDAY PROBLEMS OF THE COUNTRY TEACHER, A Textbook and a Handbook of Country School Practice, by Frank J. Lowth: The author of this book presents problems in an interesting and practical manner. He speaks with authority and from experience, as he is principal of a normal school in Wisconsin. Main divisions of the material include: Teachers' personal problems; problems of management; problems of the physical basis; problems of coöperating citizenship; problems of rational teaching; problems relating to procedure, and an appendix of supplementary lists and references. (Macmillan Publishing Company, 350 Mission Street, San Francisco, Cal.)

PRINCE MELODY IN MUSIC LAND, by Elizabeth Simpson; illustrated by Mary Virginia Martin: It is said of this attractive volume that it contains "musical fairy tales for musical children." It is written in charming story style and imparts information at the same time. The material is for lower elementary grades and the illustrations are a fanciful and delightful addition to the text. After reading and enjoying this new approach to music, children, particularly those who find its study difficult, will regard the study in a happier manner. (Alfred A. Knopf, 730 Fifth Avenue, New York. Price $1.75.)

NARRATIONES BIBLICAE, From The Vulgate by Abram Lipsky and Harry E. Wedeck: This book contains collateral reading material for beginning students in Latin. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)

THE STORY OF A BAD BOY, by Thomas Baily Aldrich: One of the Winston Clear-Type Popular Classics series. (The John C. Winston Company, 1006 Arch Street, Philadelphia, Pa. Price 88 cents.)

BOYS AND GIRLS OF COLONIAL TIMES, by Lucia Freeman Mulliken: Exciting stories with historical backgrounds. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 76 cents.)

THE ROAD TO CITIZENSHIP, by Frances Ross Dearborn: This elementary reader, with excellent illustrations and charts by Maurice Day, and with study helps by the author, offers an original and interesting method of teaching the fundamentals of citizenship to young children. The material is in story form and motivated by various activities. (Ginn & Co., 34 Beacon Street, Boston, Mass.)

SCHOOL POSTURE AND SEATING, A Manual for Teachers, Physical Directors, and School Officials, by Henry Eastman Bennett. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $2.)

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Many of the five hundred visitors to the Athenaeum Press at the time of the recent meeting of the N. E. A. in Boston, have written Ginn and Company letters which they greatly appreciate. Here are four of them:

From the operation of the type machine to the marketable product was a continuous succession in the art of making books. I don't know that any one particular process was more interesting than the other. The thing that struck me with greatest force was the evident sincerity on the part of the employees, the smooth-running machinery of organization, and the apparent feeling of the employees that they were a part of Ginn and Company. I want to thank you and the others of your field force for this very pleasant visit to the Athenaeum Press.—F. E. Reynolds.

Among the very interesting things which I saw while at the national superintendents' meeting in Boston was the Athenaeum Press. We have always been very much impressed with the excellent bookwork done in the production of Ginn and Company textbooks, but I never before realized what exceedingly great care is really used in their manufacture. I did not suppose any company was so painstaking with the work of bookmaking as the Athenaeum Press is in the manufacture of school books. My visit to this Press was really very enjoyable and instructive, and I want to thank you and the office at Boston for the great courtesy shown us during our visit.—J. A. Pollock.

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Leslie McAuliff, manager of the Paramount Apartments, 571 Geary Street, is the new manager of the Blackstone. Himself a university graduate and former school trustee at Porterville, Cal., McAuliff has issued a special invitation to school people to visit the Blackstone. For several years he was editor of the Porterville *Daily Recorder*.

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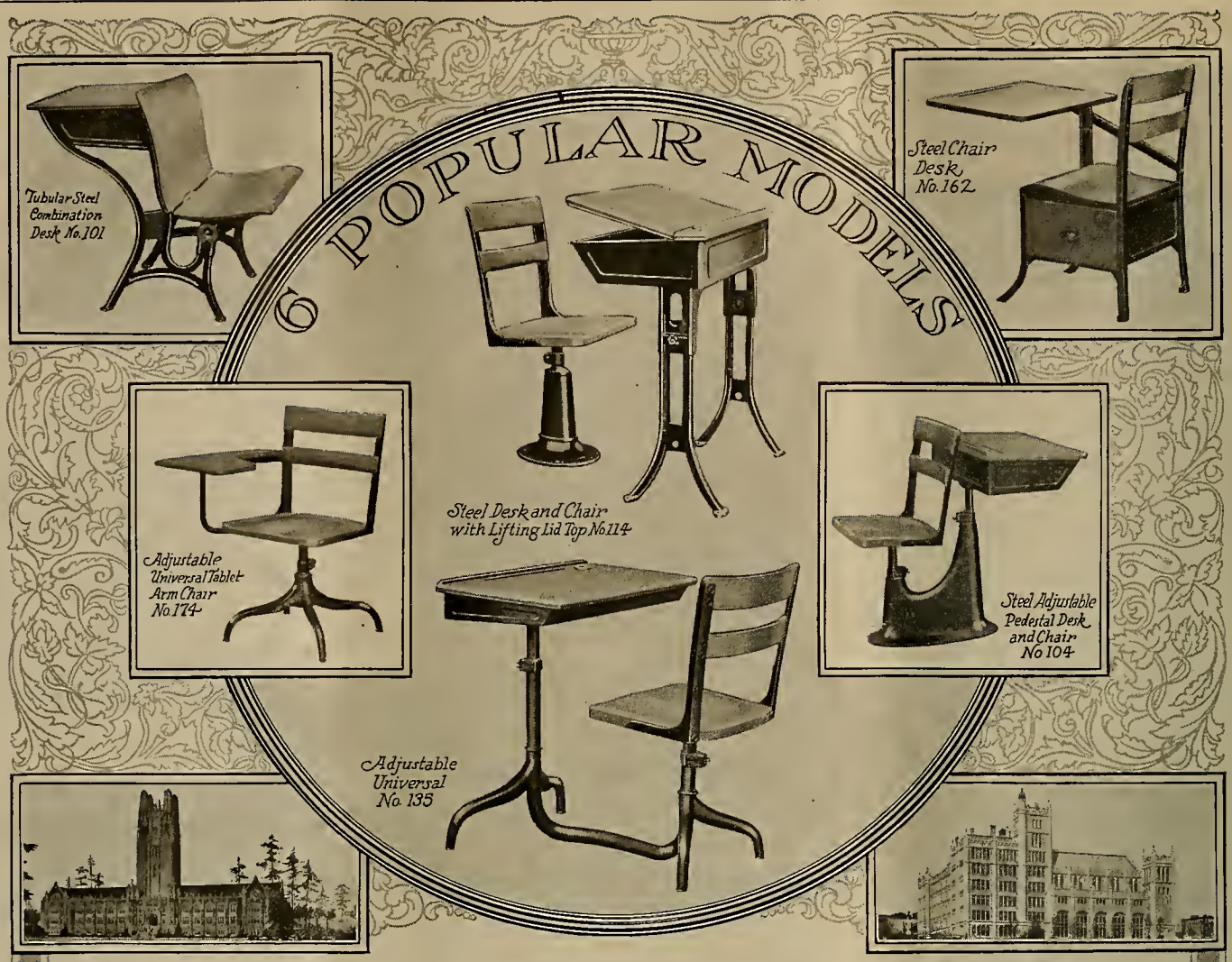

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JUNE, 1928

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YE OLDEN DAYS

A Pageant-Drama of the Mound District, Ventura County, California

MRS. ANNA WILLARD, *Principal*

Written by Mound School and lovingly dedicated to Miss Clara Smith, our Supervisor, who has so patiently taught us how to achieve.

SOURCES

Ventura County histories.
Manuscripts from Ventura County Museum.
Maps from the museum.
Lecture by E. M. Sheridan.

AIMS

1. To create civic pride and interest, and to teach coöperative efforts, leadership, and sportsmanship.
2. To teach manners, morals, courtesy, self-control, responsibility. Submerge self for the good of the whole.

Secondary aims: The teaching of spelling, oral reading, songs, folk dances, use of dictionary, and written English.

Children's aim: To present to their parents a pageant, "Ye Olden Days."

PROCEDURE

1. A visit to our Pioneer Museum.
2. Collecting facts from old settlers.
3. Study of county histories.
4. Each child in the sixth, seventh, and eighth grades designed his own costume after careful research work, and made his own properties.
5. A seventh-grade girl designed the Spanish costumes during an art period.
6. Posters, advertising the play, were made during art.
7. An original song was written during a language period.
8. A trip to the "Old Adobe," Mound's old landmark, was made. A drawing of this building was made for exhibition.
9. Several language periods were used to write the history of the district. These stories were on exhibition the day of the pageant.
10. Indian words were collected and Indian habits studied. This scene was written by the class during a language period.
11. Father Time's speech was written by a sixth-grade girl.
12. The stage properties, totem pole, boat, Mound exhibit, etc., were made by the children.

CAST

1. Love.
2. Sunbeam Fairies ..... Eight Girls
3. Wild Flowers ..... Primary Girls
4. Trees ..... Third and Fourth Grades
5. Candalaria ..... Indian Woman
6. Toma Cora ..... Foreteller of the Seasons
7. Indian chief
8. Members of Tribe
9. Cabrillo and Companions
10. Father Serra and Companions
11. Progress.
12. Señoritas and Vaqueros ..... Fourth and Fifth Grades
13. Bride and Bridegroom
14. Servant
15. Don and Doña
16. Spirit of the Dance
17. Progress
18. Pioneers ..... Historical Characters
19. Prophecy
20. Time
21. Walnuts—Beans—Lemons ..... Primary Boys
22. Mound Farmers Club ..... Upper Grades

PROLOGUE: Dawn of Time.
Love's Gift to Mound.

SCENE I. Land of Cabrillo.
Time—1542.

SCENE II: The Olivas Home.
The Wedding Fiesta—1860.
Coming of the Pioneers.

SCENE III: The Patio, Olivas Home.
Twilight—the Same Day.
"Dreams."

SCENE IV: The Olivas Patio.
Time—Now.
The Mound Farmers Club Picnic.

PROLOGUE

Back stage—Chorus. *(Enter Love.)*

LOVE:

I've woven and painted and spun;
My work is most completed;
West from the far-distant Nile
My trail has rapidly speeded.

(2)

O'er vast sea and mountain and plain,
From where the task was begun,
To where the work's most finished,
In the land of the setting sun.

(3)

I'll take the best from work well done,
The most beautiful mountain and plain and stream,
In the land of the colorful sun,
I'll weave them into a beautiful dream.

(Waves wand. Enter fairies.)

Come ye sunbeam fairies,
Kiss these western hills,
Drape your veil of rainbow tints
Into rose and orchid frills.

(2)

Deck the tops with golden glow,
Fill with glow the sunset sky,
Wield the strope, let color fly,
Please man's fancy—please the eye.

(Fairies dance.)

Dear lovely Queen,
Our brush is clean.
We'll take some sunbeam glow,
Tints from the old rainbow,
A dash from the Milky Way,
A gleam from the water's spray,
From a wing of a bird, some blue;
We'll mix with the morning dew,
We'll deck your hills aright.
Dear lovely Queen—"Good night!"

(Exit.)

LOVE:

What would the night's sky be
Without its myriad stars?
Such would the old world be
Without its sweet wild flowers.

(Waves wand. Flowers enter.)

VIOLET:

I'm just a modest violet small,
I'll smile my sweetest smile for all.

Song.

LILY:
A purple lily, Brodier is my name,
I'll help to gladden hillside
And every grassy plain.
Song.

WILD ROSE:
Rose buds pink,
Rose buds red,
Sweet wild roses' fragrance spread,
Making morning dew's perfume,
Gladdening earth with their sweet bloom.
Song.

BUTTERCUPS AND DAISIES:
Buttercups and daisies
Deck the meadows gay,
Lift their smiling faces
To greet the sunbeam's ray.
Song.

BABY BLUE EYES:
Little Baby Blue Eyes,
Oh, so small am I,
Just a tiny starlet
Dropped from out the sky.
Song.

POPPY:
Flowers of gold,
Love's sweet thought,
Into golden goblets wrought;
Poppies here behold!
Song.

Dance by Wild Flowers—form group around Love.
(Trees enter.)

LOVE:
There's music in the brooklet,
There's rhythm in the breeze,
There's melody in ocean waves,
There's a song within the trees.
(2)
There's grandeur in a mountain peak,
There's symmetry in leaves,
There's glory in a sunset,
There's beauty in our trees.
(3)
There's calmness by the seashore,
There's a lesson learned from bees,
There's a sermon in the flowers,
There's a knowledge gained from trees.
(4)
I bid ye grow in this fair land,
Another gift there needs must be,
A greater boon of love to man,
A gift like you—Oh, blessed trees.

TREES:
Dear Love, we send in this fair spot
Our roots within the fertile sod;
Our leaves upturned towards the sky
Reflect the mighty work of God.
(Reënter Fairies.)
Song—Pine Tree Music.

SCENE I

Piano music—Pantomime. Indians enter with boats.

Candalaria enters, weaving basket; seats self on skin.

TOMA CORA: Ovidepine Irveakedne.

CANDALARIA: Chaco Cope I Sho iesh.

TOMA CORA: Chaco.

(Enter Indians—Place Totem Pole—Scatter feathers and dance.)

CHIEF OTTITITAW:
Nusch we sha ai,
Nusch we sha ai,
Chick Chick nait a wa
Chick Chick nait a wa
Chick Chick nait a wa

Enter CABRILLO and companions: A good land. See their well-built boats. A happy people. What land?

OTTITITAW: No savy. Xu Xu.

COMPANION: And here we plant the flag of our dear Spain! San Salvador and the Pueblo of the Canoes. A glorious find—not like the homeland!

(Indians present food.)

COMPANION: Can you tell us what we will find to the northward?

CHIEF: Taness Shookum.

CABRILLO: Adios, kind friends.

(Retreat of Indians.)

Enter PROGRESS:
Year by year
For ages and eons
The wheel of progress has spun on and on,
Sending down the vista of the years,
Inspiring hope and heartfelt cheers.

Each successive age has bid man take the best and build from a mistaken past, a future resonant with hope. No pyramids rise up these days, the monuments of cruelty and wrong. But nation vies with nation now to spread the light of truth and elevate the human race. All people have given their consecrated souls who have striven, endured, and given their fullest to plant the seed of love and to aid their brother man.

Enter FATHER SERRA and companion:
Thus into this grand and waiting land,
Came a far-sighted godfearing man;
Father Serra—dear Padre,
Noble leader of the yesterday
Left for all Camino Real,
Left for all, the mission bell.
Left upon yon western hillside,
A humble cross to be man's guide
Humble cross a beacon bright
To tired wayfarers of the night.

Serra blesses Indians.

Pantomime in soft music—mission bells in distance.

SCENE II

Bridal procession in distance singing "La Paloma."

Music—Procession. (Don, wife, guests, servants in patio.) Arrival and greetings.

Spirit of the Dance enters—Dances.

SPIRIT OF THE DANCE:
Heart full of pride,
Soul all athrill,
For the oldest son of San Miguel
Brings home a blushing bride.

On with the fandango,
Let us merry be,
For the oldest son was married,
Married by the sea.

Spanish dancing (bride and groom).

Spirit of the Dance repeats verse. More dancing, Don and Doña.

SPIRIT OF THE DANCE:
Get out the fiddle
Draw down the bow,
Take your partners
For the fandango.

VAQUEROS:
Come Señorita,
Lead on with me;
On with the dance
'Neath the pepper tree.

SPIRIT OF THE DANCE:
On with the music,
Let joy be unconfined,
'Neath the pepper trees
And the sweet sunshine.

Dance and refreshments.

Indian speaks, points in the distance: Hi you ka. Hi you ka.

(Pioneers appear.)

PROGRESS:
Westward ever westward
Like the rising morning sun,

Man's marched the weary way,
Marched till the trail has ended,
Marched till the task was done.

Noble spirits of by-gone years,
Founders of empires, carvers of state,
Rugged undaunted Pioneers,
Marvelous your deeds, your efforts great.

The fertile field, the broken sod,
The luxuries of recent years
Proclaim your work akin to God,
Make you loved, O Pioneers.

Came they thus with vision far,
Strove the dauntless Argonaut,
Look not down but at a star,
Labored, trusted, ever wrought.

Labored to fulfill a dream,
Toiled and wrested, ever fought,
How they built and strove and planned!
Fulfilled loves dream,
They left the best,
Left a glorious, glorious land.

Indian: I qua Che cho heo si i.

Don: Bid them enter. Make ready for the guests of San Miguel. Rumor has it that the English are coming to our fair land in great numbers. These are probably the first to arrive.

Guest: Mr. Moore, owner of the Santa Paula Saticoy Rancho, I understand is dividing his rancho and selling it at three dollars an acre.

(Enter Pioneers.)

Don: And whom have I the pleasure of addressing?

Mr. Briggs: Mr. Briggs and party en route from the Fort Sutter country to the Santa Paula Saticoy Rancho. We have stopped to inquire the way to Mr. Moore's home.

Don: You have done Don Olivas the honor to stop at his home. We bid you welcome. Mr. Moore is to be one of our guests today. He does us the honor to make merry at our fiesta. You will honor us with your presence? *(To servant)* Tillicum!

(Servant takes wraps.)

Mr. Briggs: My dear Don and Doña, Mrs. Briggs, Mr. and Mrs. G. G. Briggs, Mr. and Mrs. Crane, Mr. and Mrs. Higgins; Friends, Don and Doña Olivas of the San Miguel Rancho.

Don: We bid you be at home.

(Greetings and conversation.)

Mr. Crane: I hope we are not intruding?

Bridegroom: Will our friends do us the honor to dance?

Mr. Crane: Proceed with your gayeties. We will join you later.

(Servant announces Mr. Moore.)

Don: My English lord, you honor us.

Moore (*to Pioneers*): Welcome to our Southland. We shall discuss plans later.

Bridegroom: Will our friend now dance?

Mr. Briggs: We will honor the bride of San Miguel. Take your partners for the old quadrille.

I'll get out the fiddle
And draw down the string,
You take your partners
For an old-time fling.

Quadrille.

Servant: Tillicum. Up to buck.

Don: Dinner is served.

Dinner March.

SCENE III

Soft music. Back stage chorus. Time, twilight. Don and wife sitting in patio. Dream appears behind them. (Chorus.)

Dream:

After the radiant sunshine,
Yonder pale moon beams,
After the gayeties of noontime
Twilight thoughts and misty dreams.

Deserted, an old adobe rare,
Bare, its rooms and halls,
No sign is left of the family there,
But voices soft are heard in the air,
After the twilight falls.

Chorus:

How I love her fertile valleys
And the rolling hills of sod,
The sunshine on the mountain—
These are true works of God.

Oh, the mist and laughing water,
The sheep beneath the trees;
The blue sky and the oriole,
The flowers and the bees.

How I prize the old adobe
With its thick dull walls of clay,
And the courtyard that surrounds it,
Now falling to decay.

Its maiden days are over,
And the happy times are gone;
The old adobe has fallen,
But it's still kissed by the dawn.

The olden days reëcho
In its large deserted halls;
Now its just a dreamlike palace,
When enchanting twilight falls.

Exit—Dream and Don and Doña.

SCENE IV

Prophecy enters: The grazing herd, the pasture wide, the ease and freedom of the past must needs disappear as the morning dew dries before the rising sun. An energetic people, not content with feasting and the soft strains of melody, will cut the virgin meadows with the strong ax of industry and plant the fertile seed to the vibrant hum of the plow. The inquiring mind will seek for hidden treasure. God-fearing thinkers will build churches and schools on every hillside and every vale, and so building, will lay an enduring civilization wherein will dwell a contented and happy people.

Exit.

Time enters: I make my changes by the means of work, thrift, and courage. 1861 found Mound a field of golden mustard. There were only sixteen rude dwellings in the country outside the town of San Buenaventura. San Buenaventura consisted of the old mission and a few buildings west of Main Street.

In 1862, G. G. Briggs introduced walnuts into our district. He planted two hundred trees. The seeds were obtained from the Mission. The walnut industry has grown until today no place in the world exceeds our own valley in the quality or amount of nuts produced per acre.

Enter Walnuts: Song. (Tune, "Merrily We Roll Along.")

We're a band of nutty nuts,
Hard-shelled and meaty, too;
We're always on the bound,
We somehow thrive at Mound,
We're a band of nutty nuts,
Hard-shelled and meaty, too.

Time: In the eighties, Leachman Lewis obtained some lima beans from a Peruvian steamer and planted the first Ventura County beans. He became wealthy from this industry. Our bean acreage has increased until today we rank among the first lima bean sections of the world.

Enter Lima Beans: (Tune, "Solomon Levi.")

We're the lean, lank, lima bean,
Tall, straight, and very lean:
Many have fulfilled their dream
By raising us, the lima bean.

Time: Mr. C. C. Blanchard and Mr. Teague planted the first lemons. Today there are healthy groves here and there throughout our district.

Enter Lemons:

We're a band of saucy lemons,
We're on the bound and comin',
We like to be sun-kissed,

We like the spray and mist,
We're a band of saucy lemons,
We're on the bound and comin'.

Walnuts, Beans, and Lemons dance. Group themselves at back of stage.

Auto horn in distance.

Enter, Mound Farmers Club.

MEMBERS: What an appropriate place for a picnic!

PRESIDENT OF CLUB: Yes, it's Mound's old landmark and must be preserved.

MEMBER: A delightful place for our picnic.

MEMBER: We are learning that a little pleasure mixed with work adds zest to life.

PRESIDENT: Oh, here is Mr. Royce.

Mr. Royce enters. Exchange of greetings.

MR. ROYCE: Gentlemen, the exhibit will be ready in a few moments for your approval.

Exit.

PRESIDENT: Friends, I'm sure it gives us great pleasure to have with us today one who knew Mound in ye olden days and who can appreciate the great changes more than we: Mr. Briggs, whose father settled here in '61.

MR. BRIGGS: Yes, friends, it is indeed a great joy to be here today. And what changes! It seems almost unbelievable that such growth has been possible. I remember that day sixty-seven years ago when we arrived in the beautiful Santa Clara Valley. The North had had no rains. Everything was dried and burned. Here we found such a sight my father said, "Here we will settle." No place on earth could be more beautiful or more endowed with the things necessary for man's prosperity and happiness.

"Adown the hill's green mossy brink
The cattle came in droves to drink,
While bands of sheep upon the hills
Made music with their tinkling bells."

The hillsides and meadows were covered with tall mustard. There were in the valley about sixteen families. All one has to do today is to climb into an automobile and travel over your well-paved roads, past your wonderful groves of walnuts and lemons, through your magic truck gardens, gaze at your magnificent school plant and luxurious homes to see how marvelous have been the changes. Ah, here is your model now.

Enter Royce with model, showing valley products.

Walnuts, Beans, and Lemons step to front of stage. All characters reënter.

Pianologue by Walnuts, Beans, and Lemons.

Walnuts, beans, and lemons,
Cakes, pots, and pies;
We help to keep the place a-boomin',
We're always on the rise.
Now in 1928
Please don't forget the date
We'll win the great prize for MOUND. (Dance.)

Cheers.

Chorus—"California."
"Home, Sweet Home."

ADMINISTRATORS AND SUPERVISORS MEET

By CHARLES L. BROADWATER
Superintendent of Schools, El Segundo, Cal.

THE LOS ANGELES COUNTY ADMINISTRATORS AND SUPERVISORS ASSOCIATION held its last meeting for the school year on Saturday, May 19, at Whittier. At 11 a. m. the members met in the chapel of the Whittier State School and were conducted on a very interesting tour of inspection by Superintendent Scudder and his assistants. Living quarters, as well as shops and schoolrooms, were visited.

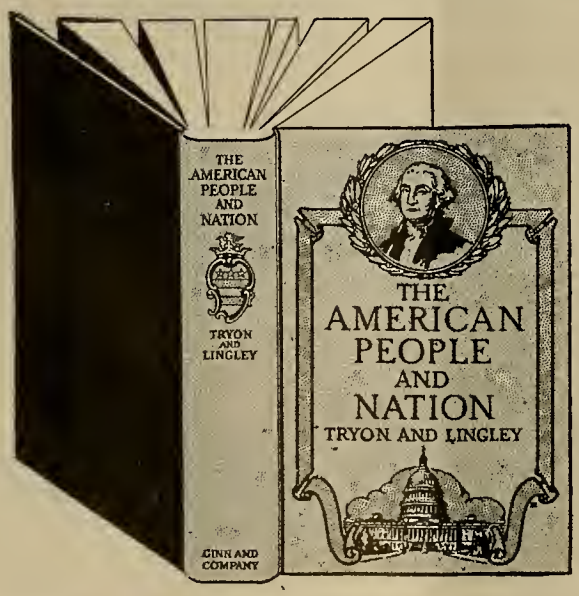
After the tour the State School Board gave an enjoyable concert which was followed by the luncheon at the John Muir School cafeteria, with the coöperation of Superintendent S. H. Thompson of Whittier city schools.

Superintendent Scudder gave the chief address, in which he described the various phases of institutional control and discipline and discussed the reasons for juvenile delinquency. Mark Keppel was notably absent from the meeting, on account of illness. Mr. Hunt spoke for him.

The association has enjoyed a very successful year under the leadership of Principal D. A. Stouffer of Excelsior Union High School. He has become justly famous on account of his inimitable story hour.

The successful meeting, due largely to the work of arrangement done by Mrs. D. T. Delmet of the State School, was brought to a close by an address on the work of the county administrators' organization by Assistant Superintendent H. S. Upjohn and the election of officers for next year. The officers elected for the school year 1928–1929 are as follows:

President, Superintendent C. L. Broadwater of El Segundo.
Vice president, Superintendent Laura D. Jones of Duarte.
Secretary, Superintendent E. J. Hummel of Beverly Hills.
Treasurer, Superintendent R. B. Walter of Arcadia.
Sergeant at arms, Principal E. B. Thomas of Burbank.
Members of executive committee: Mrs. D. T. Delmet of Whittier State Schools, Superintendent R. F. Essert of Artesia, Superintendent J. Hampton Watts of Baldwin Park, and two members to be appointed by Superintendent Keppel from the county office.



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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

C. S. Clark, Superintendent of Merced grammar schools, is writing a book on "The Hard-Boiled Kid." Mr. Clark has a lecture on the same topic, which is a most delightful exposition of the subject.

The Philip Sweed Elementary School, Petaluma, completed this last year, was a special project in elementary schoolhouse planning by Bruce H. Painter, City Superintendent of Schools of Petaluma. The building, constructed at a cost of $75,000, consists of five classrooms, kindergarten room, auditorium, offices, lavatories, and an undercover playground. The kindergarten room is of interest. With an east exposure, it has an abundance of light and air. French doors are at one end of the room and a fireplace is at the other end. On the west side are individual cupboards for the pupils. Electric heat, thermostatically controlled, furnishes the warmth needed. Mrs. Mabel Putnam is principal of the school.

Wade F. Thomas, District Superintendent of the San Anselmo schools, is building a six-room school at a cost of $40,000. These six rooms are the first unit of a twelve-room schoolhouse. Eight acres of playground are in the plot of the new school.

E. C. Browne, for the last three years principal of the El Dorado County High School, Placerville, expects to have his school housed in a complete new plant by the first of next year. A bond issue of $175,000 was passed last November by a substantial majority after having been voted on three times. The high school building will be erected on a new site of eleven acres which adjoins an eleven-acre county athletic field, already laid out. This makes available a campus of twenty-two acres. The site of the new building is a most beautiful location of level land with a slight slope on the edge of town with a view of great beauty.

In the working up of the data for the new high school, Hart and Peterson of the University of California made a survey of the situation and are the professional advisers in the undertaking. Andrew P. Hill, chief, division of schoolhouse planning of the State Educational Department, has passed on the plans as fitted for the needs desired. The Davis–Pearce Company of Stockton are the architects. The new plant is devised for the preparation of students in collegiate and vocational subjects, following the program of the California State Board of Education that permits graduation now in both fields.

The single unit scheme is the type of construction followed. The main building is to be two stories and of brick. The shops will have a brick veneer finish. There will be a combination gymnasium and auditorium. It is the intention to build an auditorium later. Cafeteria and rooms for academic and vocational subjects are included.

The capacity of the plant is three hundred students, with a possibility of handling four hundred. The present enrollment of the school is 267, which is taught by a faculty of sixteen.

Miss Fannie D. Noe, principal of the Upland Grammar School, will be in charge of a school of six grades next year. The seventh and eighth grades will go to a new junior high school in Upland, which will be in the Ontario city system.

Miss Eva D. Edwards, elementary supervisor for the Alhambra city schools, will discuss the Junior Red Cross at the summer sessions of the various colleges, universities, and teacher training institutions of the five Western states—California, Arizona, Oregon, Washington, and Idaho—this year. Miss Edwards's subject will be "The Value of Junior Red Cross Work in the Public Schools." Two months will cover the time given to the work. Miss Edwards has done a great deal of work in sponsoring Junior Red Cross activities and has a background of welfare service overseas.

Five thousand spectators witnessed the May Day festival that was presented by the combined student bodies of the Azusa grammar schools on May 11. This is the seventh year that a May pageant has been presented by the grammar schools in Azusa and the first year in which they repeated a pageant. The History of California was the title of last year's presentation, and the demand for its repetition was so great that it was given again this May. C. C. Carpenter and the teachers of the Azusa grammar schools were the authors of the play. It was a whole teaching-body effort and the effectiveness of the portrayal showed the superior direction of the teachers and the interest of pupils and community. The afternoon of the performance was declared a holiday by the business houses of Azusa.

Eleven hundred children took part in the unfolding of the story of California. Epochs in the state's progress were the themes. First was a presentation of the period of Indian dominance, with Indians in war paint giving a war dance with the squaws as background. This scene faded into the second, that of the Christianizing of the Indians by the Friars in their black robes and the commencement of the Mission era and the beginning of agriculture. Then came the brilliant period of the dons with fanfare in abundance. Next the Forty-Niners captured the scene. The closing movements of the pageant pictured the tremendous strides California has made in all fields of endeavor. In order to keep a permanent record of the achievement, the pageant was filmed by a Hollywood film company.

A bond issue for $60,000 was passed by the voters of the Azusa Grammar School District. Superintendent C. C. Carpenter of Azusa has plans for the expenditure of the funds under way. Additions will be made to the Longfellow and Riley buildings, and a new site will be purchased and a four-room unit erected in the southwest part of the city.

Miss Jessie Keppel, supervisor of writing for the Alhambra city schools, is touring Europe this summer. Miss Keppel is a sister of Mark Keppel, Superintendent of Los Angeles County schools.

H. G. Clement, Superintendent of Redlands schools, has put on a tremendous building program this year. The new high school auditorium that will be completed this summer is a building out of the ordinary.

The three bond issues before the citizens of San Diego, totaling $2,313,000, were carried by a good majority on May 15.

Miss Hazel Fletcher, supervisor of the Brawley grammar schools, is planning to attend the summer session of the University of Southern California in Los Angeles.

July 2 is the date for the commencement of the summer sessions of both the University of Southern California and the University of California at Los Angeles.

C. O. Harvey, Superintendent of the Beaumont schools, has accepted the principalship of the Brea High School. Mr. Harvey has been most successful in his work at Beaumont. He accepts the new position at a much larger salary. To his successor at Beaumont Mr. Harvey leaves a new high school building, which is to be finished this summer.

K. L. Stockton, principal of the Huntington Park High School, is a believer in public participation in the benefits of a secondary educational institution. At present the Huntington Park High School caters to eighteen hundred regular students, three hundred part-time students, and three thousand night-school students. The Huntington Park area these last two years has

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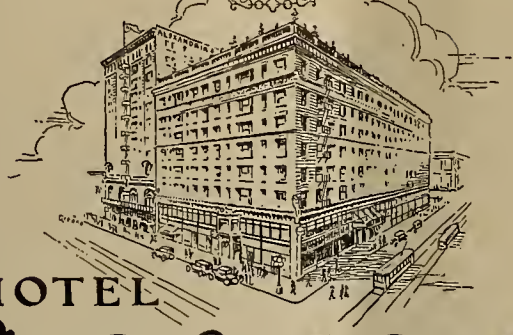

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become strongly industrialized, and the tendency is for the condition to continue indefinitely. With this problem before the community, Mr. Stockton has so organized courses of study in the high school that there are direct coöperation industrial courses in which the student spends half time in school studying the technic of the industry and the rest of the time in actual work in the industry.

The physical plant of the Hamilton Park High School has cost in the neighborhood of $1,250,000, and each year has seen additions or an improvement of the institution. This last year there were made new quarters for the attendance office, the dean of girls, vice principal, and the department of research and guidance.

Physical education plays a great part in Mr. Stockton's idea of a well-rounded secondary schooling. The sum of $225,000 has been spent on physical education equipment for the high school. This last year the sum of $122,000 was used for the building of one of the finest gymnasiums in California; $91,000 of this amount was spent on the gymnasium building and the rest for a swimming pool.

In the planning of this gymnasium Mr. Stockton brought the experience of many years of athletic work running back to the time when he was a prominent athlete at Purdue University. In detail of construction few gymnasiums equal the Huntington Park edifice. George M. Lindsay was the architect in charge of drawing the plans.

In the gymnasium there has been provided a corrective room 40 by 60 feet, in which there is a large amount of apparatus for corrective work. The main gymnasium hall is 96 by 110 feet and has three basket-ball courts running the same way laid out on the floor. This gymnasium has balconies for spectators and, with space on the floor for portable bleachers, can handle three thousand spectators. One of the unique features of this gymnasium is the roof construction, which gives clear vision in every room. The Lewellyn system of roof support has been used and there are no pillars obstructing the view from any point in the gymnasium. Under the balconies in this gymnasium are rooms for boxing and wrestling.

The dressing rooms have been well planned. Showers, towel-room with laundry, and locker space have been so laid out that there is clear vision for supervision by one person from the towel-room. In addition there are team dressing rooms for home and visiting teams.

On the girls' side of the gymnasium there is a playing floor 45 by 85 feet with showers and dressing quarters capable of handling two hundred and fifty girls per period. The most interesting feature of this unit is the swimming pool, 60 by 75 feet in size. This pool is in a large room with clear vision and has bleachers at one end. The water is heated to a mean temperature the entire year. This pool is in continuous use the whole year, six nights a week.

This gymnasium adjoins the athletic field of twelve acres. A track with 220-yard straightaway, football field, and eight tennis courts are found here.

JOHN FRANKLIN WEST has been elected City Superintendent of the Albany schools. Albany is contiguous to Berkeley. It has two schools and plans are under way for the construction of a high school. Mr. West this last six months has been studying at Columbia University.

JOHN H. RICH, nationally known portrait painter and an instructor in the school of architecture of the University of Southern California, has been chosen by the council of presidents, composed of the heads of the teachers' clubs of Los Angeles, to paint the portrait of Mrs. Susan B. Dorsey, Superintendent of the Los Angeles public schools. The picture will be presented to the city by the teachers and school employees and will be hung in the permanent art gallery of Exposition Park, Los Angeles.

B. M. GRUWELL, Superintendent of the El Centro grammar schools, is to attend the Elks convention at Miami this year as a delegate from the El Centro Lodge.

The San Marino Grammar School, under District Superintendent Elmer C. Neher, is in a period of great expansion. Many high-class subdivisions have been opening up in San Marino, and the district is building up rapidly. Three new tennis courts are now being built at the San Marino school at a cost of $7800. In construction these courts are said to be the equal of any in the United States. Lights have been set for night players.

Boyden G. Hall, for the last two years District Superintendent of the Willowbrook schools, has been elected District Superintendent of the Savannah School District schools. A petition is under way for permission to change the name of the Savannah schools to that of Rosemead.

Miss Elizabeth Steinberger has finished her fifth successful year as District Superintendent of the Sierra Madre School. The Sierra Madre School is now an elementary school of six grades and has 350 pupils. Junior high school students are under the jurisdiction of the Pasadena school system.

Mrs. Lorraine Miller Sherer, District Superintendent of the Garvey School District, has the distinction of being the only woman District Superintendent of Schools in California. The system now comprises five schools, with an enrollment of sixteen hundred pupils. This is Mrs. Sherer's second year as head of the Garvey schools. Her administration has been a notable one from the viewpoint of scientific procedure in rural school education, made possible by the fact that on the Board of Trustees of the Garvey District is Doctor Harvey L. Eby, associate professor of rural education, University of California at Los Angeles. A most helpful innovation this year has been the formation of conference groups of all the teachers in the system by grades. Each grade has elected a directing head, and every two weeks meetings have been held in which matters pertinent to the better teaching of their classes have been discussed. This scheme has had a very decided effect in heightening the teaching ability of the teachers and in giving more intelligent supervision.

J. William Gastrich, Superintendent of the Compton grammar schools, plans to attend the Rotary convention in Minneapolis, which meets in that city the week before the convening of the N. E. A. there June 30. Mr. Gastrich will also attend the meetings of the N. E. A.

Miss Ida M. Collins, Superintendent of San Bernardino County schools, recently held a meeting in San Bernardino of all of the county teachers interested in the problem of teaching Mexican children. Over a hundred were in attendance. During the same day Assistant County Superintendents of Schools in charge of rural education, Miss Beulah Hartman and Mrs. Gladys Potter, had a meeting of all the county teachers of the first three grades to discuss county course of study work and to make suggestions for any change in the new forthcoming manual.

Mrs. Gladys Potter, Assistant Superintendent of San Bernardino County schools, is secretary of the Southern Section of the Rural County Supervisors of California.

Percy E. Palmer succeeds C. N. Vance as principal of the Brawley High School. Mr. Vance during his term as principal has organized a junior college and has seen the finishing of an extensive building program. Mr. Palmer for the last four years has been head of the science department of the Brawley High School and dean of the junior college, and enters upon his new duties well versed in the problems confronting the school.

The elementary teachers of Los Angeles have petitioned the Board of Education for a raise in salary. They claim that Los Angeles has the lowest schedule for payment of elementary

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teachers of twenty representative cities. The elementary teachers request an average increase of $157 in order to bring the average salary level to $2041.59. If the request is allowed, $694,360 will have to be budgeted for the increase.

ON JUNE 5 Los Angeles voted on a $29,400,000 bond issue for new school sites and buildings. A vigorous campaign was directed by Superintendent of Schools Mrs. Susan B. Dorsey. The entire teaching force and school children were behind the issue. Some two hundred school papers were used to spread the knowledge of the necessity of passing the bonds. The issue was carried by a three to one majority.

SANTA BARBARA has adopted a new salary schedule for teachers. Elementary principals are to receive $3100. The schedule for elementary teachers runs from $1500 to $1950, for high school teachers from $1700 to $2600, with $2800 as the maximum for the heads of high school departments.

MISS ETHEL CARROLL, librarian of the Oxnard Public Library, is carrying out a very close coördinating program with both the elementary schools aud the high school of Oxnard. There was an increase of over ten thousand in circulation this year over that of last year.

LYAL L. WELLS, who has been in charge of the Ventura city grammar schools since the first of the year, is to be Assistant Superintendent under Melrowe Martin. Mr. Wells will have charge of research work in the elementary schools. Recently Mr. Wells was appointed a member of the Ventura County Board of Education.

A $100,000 bond issue was passed in Ventura by a vote of 135 for, to 17 against. The plans include a new site for a new school, an addition to the Washington School, two new kindergartens, and the beautification of school grounds.

MRS. BESSIE M. VANDEMARK, principal of the Moorpark Grammar School, had her pupils and teachers in the new $40,000 school building the first of this year. The building is of six classrooms brick and Spanish architecture in style, with battleship linoleum on all the floors. The teachers furnished a teachers' restroom, which is one of the most attractive features of the new building.

THE CLEARWATER GRAMMAR SCHOOLS, under District Superintendent Howard Nelson Tanner, have an enrollment of one hundred more pupils this year than last. Six hundred and fifty children are registered and are under the direction of twenty-one teachers. Due to the fact that Clearwater is within the confines of an industrial section that is developing south of Los Angeles, the school population is likely to double this next year. Just north of Clearwater the Firestone factory is being completed. With this contingency in view, a $100,000 bond issue has been passed and one new school and two additions to existing schools are planned. The new school is to be erected on a newly purchased ten-acre site. Austin & Ashley and C. K. Denman are associated architects in charge of construction.

The fifth grade of the Clearwater Lincoln School received a large amount of publicity on account of the Aëro Club of the fifth grade boys. These boys captured many prizes in competition. Al Rohland, an aviator, had charge of the boys' club activities.

DANIEL S. PRESNALL, District Superintendent of the Bellflower schools, will have two new schools completed this summer. A $92,000 bond issue will pay for the construction of one five-room building and one seven-room unit. A kindergarten room will also be added to the Lincoln school. Enrollment in the Bell-

flower schools numbered 1035, with an average daily attendance of nearly a hundred more pupils than last year. Thirty-five teachers comprise the teaching corps. This year a record was made in school savings, with more than 50 per cent of the children contributing. Total deposits for the year were over $2400.

The Artesia Grammar School, in charge of District Superintendent Ralph Franklin Essert, has completed a $35,000 addition to the existing plant. This addition is so arranged that it is of three rooms and yet can be turned into an auditorium. The three rooms are in a row with the third room raised above the other two. With the partitions open two rooms become the auditorium proper and the third is the stage.

Mr. Essert, during his four years at Artesia, has developed a complete system. Manual training, a sewing-room, cooking-room and cafeteria, library, an opportunity room, clinic, kindergarten and an Americanization room are provided. The school has its own band, and in the sewing classes the girls of the eighth grade made their own graduation dresses. Before coming to California Mr. Essert was for five years Superintendent of Schools of Alma, Neb. He has just been reëmployed at Artesia at a substantial increase in salary. One of the most attractive features of the Artesia school is the display of pictures upon the walls of the halls. The pictures are displayed with individual lights shining upon them, which make them stand out in great detail.

Alex Verhusen, District Superintendent of the Tweedy grammar schools, has seen the enrollment in the district increase over 300 per cent during the last three years. Three years ago the district boasted of a school of three rooms in an old wooden building. Today there are two modern brick buildings with an enrollment of over 450 students and fifteen teachers. Previous to coming to Tweedy, Mr. Verhusen taught in the department school at El Segundo. He received his training at the Peru State Normal and the Greeley State Teachers College, Colorado. Before coming to California Mr. Verhusen was for six years principal of the junior high school at Burlington, Colo.

East of Compton and south of Huntington Park is the Lugo School District, with Lynwood as its city name. This portion of Los Angeles County five years ago was mostly ranch land. It is being continuously developed. Coral Frantz Mercer is in charge of the schools of the Lugo district. These are five in number and handle more than one thousand pupils. This district is crossed by the Pacific Railway line and the Long Beach Boulevard, each of which is a traffic hazard for small children. Carrying out the suggestion of Mark Keppel, County Superintendent of Los Angeles, an elementary school has been established in each of these four cross sections with a departmental school near the center of the district for the seventh and eighth grades. In this way traffic hazards for the small children have been eliminated. One new building in this scheme is just being finished at a cost of $50,000. This is Mr. Mercer's first year at Lynwood. Last year he received his M. A. degree from Stanford University. Previous to that he had been in educational work in Idaho.

C. Jay Boyington has been elected District Superintendent of the Willowbrook schools. Mr. Boyington was for two years principal of the high school at San Jacinto. This last year he has been working upon his master's thesis at U. S. C. and teaching in the Los Angeles evening schools.

Owing to the election of Charles Lee Johns, vice principal of the Huntington Park High School, to the superintendency of the Huntington Park grammar schools, the following changes have been made in the Huntington Park High School faculty: Paul Webb has been appointed vice principal and will continue his duties in the research and guidance department, Edgar W. Thompson will be dean of boys, Floyd Honn has been given the principalship of the night school, and R. M. Westover, business manager, will have the same duties but with the title of vice principal in charge of administration.

STATE COMMITTEE APPOINTED

Superintendent of Schools Walter T. Helms of Richmond has received word from the office of the State Superintendent of Public Instruction, William John Cooper, of his appointment to represent City Superintendents of the state on a special committee to report at the 1928 Superintendents' convention at Del Monte in October.

The committee is composed of five administrators, to report on larger school units, and consists of Superintendent Joseph E. Hancock, Santa Clara County, representing County Superintendents; Superintendent H. C. Clement of Redlands, representing District Superintendents; Principal Frank Henderson of Orange High School, high school principals, and Principal Paul Ward of Hemet, consolidated school principals.

A. C. Olney of Kentfield, Marin County, is named on a separate committee to represent junior colleges.

W. F. EWING MAKES ANNOUNCEMENT

During the coming year the Oakland Board of Education will build a school administration building at the corner of East Tenth Street and Second Avenue, according to a recent announcement by Assistant Superintendent Ewing. In addition to the offices, there will be a large room for the teachers' professional library and a number of conference rooms.

On and after July 1, 1929, arrangements will be made for representatives of textbook publishers to hold all interviews with teachers and principals in the new administration building.

DECADE OF WORK

With a student body four times as large, and a faculty nearly six times as large as when she took over the principalship of the San Jose Evening High School, San Jose, Cal., about nine years ago, and with a curriculum enriched with four times as many courses as were offered at that time, Mrs. Nellie M. Chope is now entering upon her tenth year as head of the evening school.

Walter L. Bachrodt, City Superintendent of Schools, recently made the following comment on Mrs. Chope's work:

> Any successful institution has willing and loyal workers, and it always has leadership. The splendid teaching results that we have received certainly are worthy of the highest commendation. I think that it is thoroughly sufficient merely to repeat that San Jose has a successful night school and let you get your own impression from the mere statement that Mrs. N. Chope is principal of that school.

PRESTON W. SEARCH OBSERVES BIRTHDAY

Preston W. Search, nationally known educator, lecturer, and author, recently observed his seventy-fifth birthday anniversary at his home in Carmel-by-the-Sea, California. The day was the occasion, as his other anniversaries have been, of the writing of many letters of congratulations and of reminiscence by those with whom the educator has come in contact during his many years of service from coast to coast.

In all, Preston W. Search has delivered some seven thousand lectures. His appearance on a program has always been the signal for large attendance of educators, club members, and civic organizations seeking inspiration, knowledge, and the interpretations and values that Search placed upon life and events. He was the first City Superintendent to place special emphasis on individual instruction. The educational public is familiar with his progressive work as City Superintendent of Colorado Springs, and of the City of Los Angeles.

He has a son, Frederick Preston Search, a noted violoncellist, and now connected with the schools at Monterey. Doctor A. E. Winship, in the *Journal of Education*, writes as follows:

> I know of no man who better illustrates the mission and message of an educational lecturer than does Preston W. Search. To be sure, he has had large experience, has exceptional platform skill, and has played in unusual luck as a lecturer; but it is not of his success that we would speak, but of his usefulness. Aside from the information he imparts and the inspiration he awakens, he is a great aid, personally, to many a schoolman. He is always kindly-spirited, has only good to say of anyone; but he emphasizes the good in men judiciously.

The Western Journal of Education

HARR WAGNER, EDITOR. RUTH THOMPSON, ASSISTANT EDITOR.

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE STATE COUNCIL RETIREMENT COMMITTEE has done splendid work and will have something constructive to report to the next Legislature. The most important item in the report is the conclusion that the retirement salary should be raised from $500 to from $600 to $900, based on a flat rate. This principle of the same pension for teachers, without regard to amount of salary received, is the real democratic principle. If local communities like San Francisco wish to add to the pension on a graded salary basis, that is their privilege. The State of California, however, should see that the rural teacher has the same retirement salary as the city teacher.

THE ENTIRE EDUCATIONAL FORCES of the state were "sympatica" when the news was flashed over the wires that Mark Keppel, president of the executive committee of the C. T. A. and County Superintendent of Los Angeles County for many years, had a serious heart attack and was dangerously ill. Recent reports indicate that he is rapidly being restored to his usual robust health.

Later: Superintendent Keppel has resigned from his various educational positions except as Superintendent of Schools of Los Angeles County, including the presidency of the board of directors of the C. T. A. This latter position is one of the most influential in the state. Superintendent Keppel's resignation was accepted on Saturday, June 2, and Walter B. Crane of Los Angeles elected as his successor. While Mr. Keppel insisted on his resignation, it is unfortunate that it should have been accepted. His long and efficient service, his loyalty and devotion to standardized educational principles of the highest type, deserved at least a postponement of action. The acceptance of a sick man's resignation is a deterrent on his will to live. Mr. Keppel is a man of tremendous force and should be active in educational work for many years. The acceptance of his resignation will be regretted by his thousands of followers.

JOHN FRANKLIN WEST, formerly Superintendent of Pasadena schools, has been elected City Superintendent of Albany schools, Alameda County. Mr. West, as a teacher in the San Diego State Teachers College, as Superintendent of Schools of San Diego County, and as City Superintendent of Pasadena, has made a fine educational record.

THE REGIONAL MEETING of the National School Supply Association met on Friday, June 1, at the Palace Hotel, San Francisco. Mr. Vinson, the national secretary, was present and put across a business message emphasizing better methods of doing business, less expense, and more profits. He spoke in a most convincing way.

Leon Fricke, the young and energetic general manager of C. F. Weber & Co., was elected to the place of presiding officer, in the absence of his father, J. W. Fricke. The various representatives of the school supply houses gave their views of the Carter County Purchasing Bill and reported on the business outlook for 1928.

CALIFORNIA in educational organizations has the proud distinction not only of being a leader in state organization, but of having the largest total membership in the N. E. A. of any state in the Union (18,497).

BENTON FRÉMONT, the grandson of "A Man Unafraid," General John Charles Frémont, whose explorations and activities gave the great State of California to the Union, made a recent visit to San Francisco. It is possible that the new generation of Frémonts will locate in the state, the early history of which is linked with the activities of the noted Pathfinder.

THE EL SEGUNDO Herald has a full-page editorial on the publication of textbooks by the State of California, of date of March 16, 1928. The publication of textbooks by the state has always been a problem for discussion. Unfortunately the discussion has nearly always been made either by the employees of the state or the book publishers. It is about time that the taxpayers had something to say on the matter. However, this is true, that the men and women who are using the money, the people pay for salaries and other expenses, are not the ones to give expert opinions on policies of the state. There should be a research expert service by men and women who represent the taxpayers and who would give a square deal based on fundamental economic principles.

IF SPECULATION IN BANK STOCKS CONTINUES, the general public will wake up to the fact that the banks are charging too high an interest rate or are not paying depositors sufficient interest on balances. Banks render a splendid service to the community; so do power companies, telephone companies, railroad companies, water companies, etc.; but in view of the enormous salaries paid and large surplus maintained, the public is evidently paying too much for the service. Some leader as strong as Samson, and maybe as blind, will rise and pull down the pillars. Ex-President Wilson spoke prophetically when he said, "If public and semi-public corporations do not run their business in the interest of the public, the public will run their business for them." There is need of adjustment, not by the radical reformers, but by conscientious business men.

AN INTERESTING phase of our educational advancement is the tendency to shift the responsibility. Superintendents no longer select textbooks, boards of education no longer select Superintendents, and teachers no longer decide on punishment for children. Recently a board of education was elected to appoint a principal of a high school. The board shifted the responsibility to the president of Stanford University and the president of the University of California. The State Board of Education, while legally the adopting power, passes the responsibility to a committee, and so on down the line. Hundreds of cases could be submitted. Even boards of education especially selected to fix teachers' salaries shift the obligation to committees. Why? Are they incompetent, overmodest, or merely just afraid of making a mistake and having to shoulder the blame? We are not criticizing; we are stating facts. The rubber stamp is evidently with us to stay until there is a big revolt or turnover. The man who is willing to act on his own judgment and take the responsibility of his actions has disappeared from the average public service board. So research committees, experts from near and far, make up the minds of the average public service board. It is a part of education. It is the result of teachers obey your leaders, until leaders, afraid of the responsibility of leadership, turn their difficult problems over to committees, so-called experts, etc. It will take another ten years to swing back to men and women of judgment, thought, and action, and we are not pessimistic, for we believe that a step backward means for the next fellow two steps forward.

Caspar W. Hodgson, a graduate of Stanford University, formerly principal of a school in Southern California, a book man, and now at the head of a million dollar a year publishing company, the World Book Company, has written nine good reasons why Hoover should be President of the United States. Caspar is not a politician, but he has always been a great booster for his friends.

"Thrift Education," by Arthur H. Chamberlain, who has devoted years of special study to the subject and who is the educational director of the American Thrift Society, is a definite study outline for years one to eight inclusive. It is issued by American Thrift Society under copyright date of 1928. Mr. Chamberlain, who was formerly executive secretary of the C. T. A., is now editor of *The Overland Monthly,* which was founded in 1868 with Bret Harte as editor.

Roy W. Cloud, executive secretary of the C. T. A., is writing a very interesting series entitled "C. T. A. Travelog." In the June issue of the *Sierra Educational News* he comments on schools in Northern California, San Diego, and rural sections like Fallbrook and Elsinore that are seldom in the spotlight. Mr. Cloud has always something interesting to say and never "slops over."

Aubrey G. Smith of the Daniel Webster School, Oakland, Cal., has been conducting an experimental study in ability grouping in reading. He reports: "Teachers are enthusiastic and happy in carrying on a plan of ability grouping in reading. Professional interest is stimulated. The children enjoy the plan and make more than ordinary progress." There were several pages devoted to the experiment in *The Oakland Public Schools,* of date of Thursday, February 2, 1928.

New Courses of Study

The San Francisco educational department has issued a series of bulletin courses of study that are of special interest. The course of study for atypical classes, by Nellie V. Eager, is a distinct contribution to educational literature. The material offered, the methods to be pursued, the selection of texts, etc., are really new and taken from original sources. Miss Eager makes these constructive statements in her general plan:

In the use of this course of study, the San Francisco public school course of study should be carefully studied by all teachers of atypical classes and used as a background. We have found that the atypical child is not only happier, but strongly desires that he be given as much academic work as he is capable of taking. There must be continuity in all subjects. With atypical children, it is the steady, day-by-day, varied lessons that fix the fundamentals in the mind of the child.

Aims of the Atypical Class

1. To discover the possibilities of the individual pupil and develop these possibilities to the limit of his capacity.
2. To help the pupil to make adjustment.
3. To train pupil morally, socially, industrially, and academically so that pupil may know better how to live, that he may take his place in society upon leaving atypical class, and be less of an economic burden than he would have been without the training of an atypical class.

Program for Dealing With Atypical Class Children

1. Selection
2. Registration
3. Education
4. Supervision
5. Segregation

Miss Lombard, who is the director of atypical classes in the San Francisco schools, has achieved a national reputation for efficiency.

The Curriculum Bulletin No. 105 on Social Science in the Junior High School, prepared under the direction of Walter C. Nolan, is also an outstanding contribution to social science work in the junior high schools. The committee that worked out the bulletin was comprised of Burton A. Burdick, chairman, Francisco Junior High School; Anna Anderson, Portola Junior High School; Eva E. Busch, Crocker Junior High School; Ralph Lehman, Mission High School; Leonora McInerney, Hamilton Junior High School; Irving W. Snow, Noe Valley Junior High School, and Maie Toland, Horace Mann Junior High School.

In this bulletin there is much original work. The projects, problems, etc., which apply to the City and County of San Francisco are especially valuable on account of the way they are presented to the teacher. It is really a workable course of study. The junior high school situation, to which Deputy Superintendent W. H. De Bell has given years of special study, is fast reaching a place of standardization. Deputy Superintendent De Bell has always been an advocate of the social science courses. This bulletin will be in demand wherever social science courses are being worked out. This is due entirely to the fact that it has much new material.

Walter Kynoch, principal and City Superintendent of the elementary schools of Marysville, is also Mayor of the city. This is a fine idea. Unless Mr. Kynoch is a dual personality, the Mayor and the Superintendent will have sympathetic coöperation. Some years ago there was a trend for the schoolmaster in politics. It did not always work but we are sure, having known Mr. Kynoch personally for nearly thirty years, that he will reflect honor and dignity on the office of Mayor and will continue to emphasize the teaching of arithmetic, writing, spelling, and reading in a progressive way and if the teachers undertake any pedagese foolishness he will call out the police department to enforce his I. Q. interpretation of modern education.

FOUR THOUSAND APPLICATIONS FOR SAN FRANCISCO SCHOOL POSITIONS

Business is good with the Board of Education—too good, in fact. Superintendent Joseph Marr Gwinn recently advised the Board of Education that over four thousand applications were on file for teaching positions in the San Francisco schools. With the approval of the board, the Superintendent announced that no more applications, either written or personal, would be received for placement for the fall term of the ensuing school year 1928–1929.

This statement applies to the senior and junior high schools of the city. The permanency of the teaching force and the ideal working conditions of the city schools, with admirable plans for retirement allowance, call for very few changes in personnel. The total number of new positions, due to the growth of the city, will not exceed fifty per year for the two types of schools mentioned. Only candidates with M. A. degree, or equivalent, are considered, and of these only applicants possessing the highest references are appointed.

DOCTOR SWIFT TO STUDY EUROPEAN SCHOOL FINANCE

The first studies ever undertaken of the manner in which European elementary schools are financed will be made by an American, Doctor Fletcher H. Swift, professor of education at the University of California, who has been granted a year's sabbatical leave for this purpose. Professor Swift will leave for Europe in August.

Although many studies have been made of European school systems, those of Doctor Swift will be unique in their purpose to attempt to make known the manner in which school taxes are levied and school funds are provided and distributed.

Among the features of European systems of school finance of especial interest to Americans, according to Doctor Swift, is the very large part played by the state. Whereas in the United States by far the greatest part of the money is furnished by school districts and other small local units, in France and other European countries elementary schools are supported entirely out of the state or national treasury, and generally the salaries of all secondary school teachers in state-controlled schools are paid by the state. In England public funds are paid to private as well as to free schools.

During a fifteen months' sojourn in Europe before the World War, Doctor Swift made a study of the organization of the school systems of a number of European countries, spending most of his time in England, France, and Germany.

At the close of the University of California intersession, Doctor Swift will go to Cambridge, Mass., where he is to teach in the Harvard summer session. He will return to the University of California in time for the fall semester, 1929.

NEW EDUCATION DEGREE AT STANFORD

THE BOARD OF TRUSTEES of Stanford University has recently approved a plan, submitted by the faculty of the School of Education, for the establishment of a three-year graduate program of study leading to the professional degree of Doctor of Education (Ed.D.), and after much the same plan as that now followed at Harvard. The new degree is to be primarily a professional degree, analogous to J.D., M.D., D.D., and Engineer, according to Ellwood P. Cubberley, dean of the School of Education.

E. E. OERTEL RE-ELECTED

ERNEST E. OERTEL, principal of the Orestimba Union High School, Newman, Cal., has been reëlected at an increase in salary of $400, making his salary for next year $4000. This rather large increase was given by unanimous vote in appreciation of Mr. Oertel's work in building up a good school spirit and in creating a better relation between the school and the community.

F. H. BOREN APPOINTED SUPERINTENDENT

FRANK H. BOREN, principal of an Oakland, Cal., school, has accepted the position of supervising principal of the San Mateo, Cal., Union High School District. He was recommended to the position by leading educators in California and has already begun his duties.

SIGHT-SAVING CLASSES IN CALIFORNIA

A LAW APPROPRIATING FUNDS for the education of handicapped children has recently become effective in California. It is expected that sight-saving classes will be established in many centers of the state, and that California will, therefore, soon need a number of teachers with the necessary special training. As the demand for teachers with this training is greater than the supply, the University of California has planned a training course for teachers who wish to specialize in this work.

Information concerning the course may be secured from the university or from the National Society for the Prevention of Blindness, 370 Seventh Avenue, New York City.

PUBLIC SCHOOL EXPENDITURES DOUBLED

EXPENDITURES for public schools throughout the country have almost doubled since 1920, as shown by statistics of state school systems, published as United States Bureau of Education Bulletin, 1927, No. 39. Total expenditures during the school year 1925–26 amounted to $2,026,308,190. This included cost of instruction, outlay for new buildings, sites, equipment, and administration. It represents an increase over 1924–25 of $80,211,278. In 1913 the cost of public schools per capita of average daily attendance was $38.31; in 1918 it had increased to $49.12; in 1920 to $64.16; in 1922 to $85.76; and in 1926 to $102.05.—*Frank M. Phillips in "School Life."*

HIGH SCHOOL PAPER

"SAN JOSE EVENING HIGH SCHOOL ECHO" is the name of the quarterly issued by the Evening High School, San Jose, Cal., by the students, under the direction of the principal, Mrs. Nellie Chope. The paper is a credit, from the standpoint of news, editorials, advertising, and other features necessary to a newspaper and the students are getting practical training in the various lines demanded by such a project. Besides the regular features, the sense of humor of the editors is present. Here is a quotation from the joke section:

RADIO RECIPE

Mrs. Newby asked her husband to copy off a radio recipe she wanted. He did his best, but got two stations, one of which was broadcasting the morning exercise and the other the recipe. This is what he took down:

"Hands on hips, place one cup of flour on shoulders, raise knees and depress toes and mix thoroughly in one-half cup of milk. Repeat six times. Inhale quickly one-half teaspoon of baking powder, lower the legs and mash two hard boiled eggs in sieve, breathe naturally and sift into a bowl.

"Attention: Lie flat on flour and roll the white of an egg backwards until it comes to a boil. In ten minutes remove from the fire, and rub smartly with a towel. Breathe naturally, dress in warm flannels, and serve with fish soup."

CITIZENS OF SAN DIEGO, CAL., have voted favorably upon a $2,313,000 bond issue. The money is to be spent on improvements in the elementary and high schools and the purchase of the present state college plant and site.

A NEW $100,000 CLASSROOM BUILDING is to be added to the Kern County High School, Bakersfield, Cal. H. A. Spindt is principal of the high school. Many pupils from outside districts attend the high school in Bakersfield.

W. E. FAUGHT, Superintendent of Schools, Lindsay, Cal., will continue his school work in Lindsay. Practically all of the Lindsay teachers were offered new contracts this year. Teachers applying for positions in the valley town must first be recommended by Superintendent Faught.

STANFORD HANNAH, who has been head of the Denair, Cal., high school agriculture department, has resigned to accept the position of principal of the Mendocino High School, Mendocino, Cal. Grant Hillis, who has been assistant to Hannah, has accepted a position with the State Department of Agriculture. He will be stationed in Sacramento.

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

School Library Service in Calaveras and Tuolumne Counties

Assembly Bill No. 1230, passed by the California Legislature in 1927, made it mandatory for the State Board of Education to investigate the supplementary books used in the elementary schools of this state and required a report thereon to be made to the State Board of Control.

From an almost overwhelming amount of information obtained from school authorities and county librarians of California, the office of the chief of division of rural education has compiled statistics required for the report. To vitalize and illustrate this report, Miss Helen Heffernan, chief, division of rural education, planned a trip with the county library organizer to Calaveras County, which does not have a county library, and to Tuolumne County, which has had a county library for almost eleven years.

The plan was to make an intensive survey of the supplementary books in all the school district libraries of Calaveras County and carry out the same plan in the county library and part of the schools of Tuolumne County. Mr. Charles Schwoerer, the progressive School Superintendent of Calaveras County, arranged each day's trip, accompanied Miss Heffernan and the county library organizer to each school, and was most helpful in the investigation.

To facilitate the investigation a questionnaire was sent to each teacher of Calaveras County three weeks prior to the trip. In addition each teacher was asked definite questions during an interview with Miss Heffernan regarding the kind and number of supplementary books and books for home reading which were available for the children, the length of time supplementary books were in use each year, the percentage of inactive books in the school library, and the usability of maps, globes, and charts. Information which was obtained most laboriously in Calaveras County or was not obtained at all because of lack of centralization of library activities was obtained most readily in Tuolumne from the county librarian.

An inspection of the school district libraries of Calaveras County would cause any experienced observer to turn back the pages of the history of school libraries to the year 1911–1912 when seven schools in one small county of California joined their county library. The county library of that county started a movement which has practically solved the problem of efficient and economical school library service. Prior to that time all California school libraries operated under the district plan and the children and teachers struggled along under the incubus of dead libraries similar to those now existing in Calaveras County.

To visit one of these old-time school libraries is equivalent to a visit to all of them, as the type of books in each library is the same, the only difference being in the accumulation of years. Among them were libraries eight shelves high and crowded two tiers deep with a large percentage of unused books.

Each library had many supplementary books. Some of them dated back to 1880. McGuffy Readers, Appleton Readers, and others with the stilted style of half a century ago were crowded in with other readers representing the changing educational ideas of many years. All of these books should have been circulating and wearing out in service at the time they were serviceable instead of becoming a worthless accumulation in one spot.

Reference books which were far beyond the comprehension of elementary school children were found in great numbers. Encyclopedia Britannica, Chambers Encyclopedia, Cyclopedia of Universal Knowledge, and many others were relegated to unused shelves, while Compton's Pictured Encyclopedia and other up-to-date works took their place among the ones used by the children.

A perfectly amazing number of inactive books by well-known authors in almost every library caused the observer to wonder if they represented the fine reading taste of early days or simply bore tribute to the ability of book agents. Among the authors and books represented were Darwin's Origin of Species and Descent of Man, Homer's Iliad, Hart's American History Told by Contemporaries, Bacon's Essays, Miss Mulock's John Halifax, Gentleman, the works of Carlyle, Emerson, Victor Hugo, Ridpath, Holmes, Dickens, Tolstoi, Cooper, Ruskin, Robert Louis Stevenson, Jane Austen, Owen Meredith, Shelley, Hood, Hemans, Kipling, Eliot, Hawthorne, Kingsley, Dumas, Irving, Shakespeare, Bulwer Lytton, Guizot, and all the poets from Chaucer to Tennyson.

These small district libraries do not worry over classifying and cataloguing books. They have no class prejudice in regard to books—a book is a book. There is no concern over incongruities in shelving books. Ethel M. Dell's The Lamp in the Desert jostles Darwin on one side and Shakespeare on the other. Conan Doyle's Hound of the Baskervilles in close proximity to Bacon's Essays, and Robert Browning's poems livens them up a bit.

E. P. Roe, Augusta Evans, Jules Verne, Edward Bellamy, and Churchill had given way to Sinclair Lewis, Peter B. Kyne, Harold Bell Wright, and Gene Stratton Porter.

Some Californiana was found in the school libraries, the two most important sets of books being Hittel's California and Bancroft's Native Races of the Pacific States. Although Calaveras County is most closely associated with the lives of Mark Twain and Bret Harte, the books of these two authors were seen in very few school libraries. A "Jumping Frog Jubilee" was held at Angels Camp, May 19–20, and afforded an excellent opportunity for the study of local history and literature.

Among all these books for adults was a sprinkling of children's books for home reading. There were some good children's books, but there was an appalling number of books in series dating from the Jonas Books published in 1839 and the Pleasant Cove Series published in 1874 to the Boy Scout Series and Camp Fire Girls of the present day. The Dotty Dimple Series, Little Prudy Series, the Rollo Books, Oliver Optic, the Elsie Books, the Alger Books, Betty Wales Series, the Henty Books, and other series both ancient and modern greatly predominated in many school libraries over the helpful, delightful, wholesome type of children's books. Among some of the excellent children's books shelved among the series was Fillmore Folk Tales by Wilhelmina Harper, until recently supervisor of children's work, Kern County Free Library.

At the conclusion of the survey a backward look over Calaveras County showed a pano-

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rama of school libraries similar in type of books and varying only in the number collected. There was a vast accumulation of unused supplementary books, reference books, and general reading which had outlived its usefulness in each school district. There were many books which were still of value if they could be circulated to other elementary schools, to high schools, and to communities. The one medium provided by law for circulating supplementary school books and general reading for the schools of California is the county library. Calaveras County is one of the twelve counties of California which does not have a county library.

After leaving Calaveras County two days were spent in Tuolumne County. Miss Heffernan, accompanied by G. P. Morgan, County School Superintendent; Mrs. Helen R. Dambacher, county librarian; Miss Winnie Mae Mackey, general supervisor of schools, and the county library organizer, visited seven school districts and was shown the kind of service given to the schools by the county librarian.

Each teacher visited in Tuolumne County was asked, "Have you enough supplementary books?" Each replied emphatically in the affirmative with the comment, "We get our books from the county library." The same question had been asked each teacher in Calaveras County and each one gave a negative reply.

The schools of Tuolumne County are supplied by the county library with magazines to meet the needs of the children, and educational magazines are provided for the teachers. Phonograph records and stereographs are sent to the schools to aid the children in their studies. Maps and charts are being brought up to date as rapidly as the funds permit.

Home reading is a strong point in the school service given by the Tuolumne County Free Library. All of the children of the county are doing home reading. There are classroom collections in the schools. The teachers of the county supervise and keep a record of the children's reading. In the primary department of the school at Sonora the teacher has a beautiful reading table covered with carefully selected children's books from the county library, which serves as an incentive for better lessons. A large class of fourth and fifth grade pupils in Curtis District at Standard had read all the way from seven to thirty-one books during the year. Arastraville School District with one teacher, twenty-three pupils, and eight grades showed a remarkable record in home reading. In the second semester thirteen of the children had read from eleven to twenty books, and the remaining ten children from twenty to forty-two books of the best type of children's literature furnished by the county library. In the first semester an equally remarkable record was made. Good books have solved the question of leisure time for these children. Teachers find that pupils who have the reading habit advance more rapidly in their studies than those who do little general reading. A record of the children's home reading has been sent by each teacher in the county to the general supervisor of schools of Tuolumne County. It shows what can be done in a county with a county library when each person concerned is actively interested in developing the reading habit.

Using the question of cost as a measuring stick it may be interesting to compare the expense of school library service in Calaveras and Tuolumne counties.

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ent's report for 1926–1927 showed that the elementary schools had spent for library purposes $2134.76 and the high schools $1108.18—a total of $3242.94. The annual report of the Tuolumne County School Superintendent stated that $2678.54 had been spent for library purposes by the elementary schools and $881.40 for the high school library—a total of $3559.94. The totals show that each county spent practically the same amount.

Because the inefficient, wasteful school district library system is still in vogue in Calaveras County, the school library funds of that county merely brought a small amount of fresh material to each school, which was used for a limited time and then put to sleep upon the shelves of the respective school district libraries to augment the constantly increasing number of dead books which should be alive and under the direction of a trained librarian sent on to be used in other schools.

On the contrary the school library fund of Tuolumne County is invested by the county librarian in books, magazines, music records, and apparatus for the use of the children of all the districts. Under the supervision of a trained librarian this material is kept in circulation and gives the maximum service for the money expended.

Joy Elmer Morgan, editor, *Journal of the National Education Association,* in an address before the fiftieth anniversary conference of the American Library Association, Atlantic City, October 5, 1926, said: "The school library lies at the very root of the new pedagogy of individual differences. It is the heart of any program of socialized effort and individual responsibility. The new curriculum now being forged in a thousand towns and cities cries for tools of learning which shall be as good in their fields as implements of modern industry are in theirs. If the new urge toward education as a lifelong project is to become general, the child must develop, in the school library, attitudes, habits, and knowledge of intellectual resources which will lead him to use public libraries and to build up his own. As the world advances, the will to learn and the technic of learning are needed more and more by the masses. In proportion as the individual has or lacks the philosophic-scientific attitude toward knowledge and life, he wins in the struggle to make the most of himself."

CORONADO—VACATION MECCA

CORONADO TENT CITY, a favorite summer vacation headquarters for teachers of California and many Middle West and Eastern states, will open for its twenty-eighth season in June.

This resort, located just across the bay from San Diego, Cal., is comprised of five hundred beach houses, bungalows, and palm cottages. It was formerly a miniature city of tent houses, but in recent years the canvas has been supplanted by a more permanent and comfortable type of construction, with installation of modern, sanitary equipment, including bathroom and kitchen conveniences.

Accommodations may be taken by the day, week, or month, and with or without cooking facilities. Cafés are located on the grounds, as are markets, while daily delivery service is given by San Diego and Coronado merchants, including ice and milk service.

Tent City extends from the edge of Hotel del Coronado grounds for twenty-six blocks on land situated between bay and ocean. Recreational attractions consist of bay and surf bathing, aquaplaning, yachting, motor-boating, rowing, canoeing, deep-sea and surf fishing, dancing every night except Monday, and open-air moving pictures every evening.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

A $5000 MANUAL TRAINING AND WORKSHOP will be built in Van Allen, Cal., according to a decision reached by twenty-five representatives of the local and surrounding rural school districts at a recent meeting in the Escalon High School. The funds will be raised by a special tax.

JOHN WASLEY, principal of the high school, San Mateo, Cal., has submitted his resignation. He has been principal of the school since the division of the district by the establishment of the Burlingame High School.

T. C. CARDOZA and Miss Helen W. Moore, heads of elementary schools in Modesto, Cal., have submitted their resignations to City Superintendent of Schools J. H. Bradley. This raises the number of resignations in the Modesto schools to four. E. R. Utter, Modesto High School principal, and A. B. Downing of the Roosevelt School complete the list.

THE PLANT AND EQUIPMENT of the Red Bluff Union High School, Red Bluff, Cal., will be expanded before the 1928–29 term opens next fall, according to initial steps taken by the Board of Trustees. The board has authorized Principal Robert R. Hartzell to employ an additional teacher in farm mechanics.

A. A. SPIESS, principal of the Wheatland, Cal., High School, has been selected as principal of the Livermore, Cal., Union High School. Spiess will succeed Herbert Lee, whose resignation, to take effect at the end of the school year, has been in the hands of the trustees for some time. The newly elected principal is a graduate of the University of Washington and holds a master's degree from the University of California.

BENEFITING kindergarten and elementary teachers starting next September by giving them increases in some cases as high as $200 a year, but not raising or lowering other salaries until 1931, the new salary schedule which has been under consideration for several weeks in Pasadena, Cal., has been approved tentatively by the Board of Education.

INSTITUTION of a junior high school in the present Alhambra High School building in Martinez, Cal., at the opening of the fall term, with W. T. Van Voris, principal of Alhambra, selected also as principal of the new unit, has been decided upon.

C. F. PERROTT, principal of the Union High School, Ceres, Cal., was elected president of the Stanislaus County Teachers Association for the next school year at a recent meeting. J. J. Berry, District Superintendent of the Oakdale, Cal., schools, was elected vice president and A. G. Elmore, County Superintendent of Schools, was reëlected secretary-treasurer. Directors-at-large named recently are J. C. Staley of Turlock, C. S. Torvend of Patterson, Miss Elsie Turner of Modesto, and Robert Hill of Empire. Delegates to attend the National Education Association meeting in Minneapolis in July are A. G. Elmore of Modesto and E. P. Halley of Patterson. Mrs. Lulu Moorehead of Modesto and Mrs. Katherine Dittemore of Oakdale were selected as alternates for the Minneapolis meeting.

MISS EMMA SEDGLEY, who has been a teacher in the Cloverdale, Cal., Grammar School for a number of years, has handed in her resignation.

THE MERCED ELEMENTARY SCHOOLS will have the four-room addition, heating facilities, and more money for the operating funds as the result of the $27,000 tax election.

J. R. FISHER, a graduate student at the University of California, has been appointed principal of the Los Gatos, Cal., Grammar School to fill the vacancy caused by the resignation of Mrs. Cecile B. Hall, it has been announced.

THE OAKLAND BOARD OF EDUCATION has a silver cup in its possession, presented by the American Wallpaper Guild in recognition of achievements during the past year in arousing interest in craftsmanship in the decorating trade.

INCREASE in maximum salaries by additions of two higher steps in elementary school teachers' schedules of compensation has been announced by Superintendent of Schools Emmett Clark, following official approval of the Board of Education. The salary range is changed by the additions from a scale of $1200 to $1600 to a schedule of from $1200 to $1800 in the eighth year of service.

J. L. SLOANE, for the past two years principal of the Morgan Hill, Cal., Grammar School, and elected by the board for another year, has sent his resignation to the board, same to take effect at the close of the present school year. Mr. Sloane has accepted the position of Superintendent of the schools of Sanger, Cal.

R. H. MCCLINTIC, principal of the Keyes, Cal., Grammar School for the past two year, has resigned his position. He expects to spend some time at Stanford University in order to qualify for a master's degree in education.

TWO NEW TEACHERS were added to the staff of the Oakdale, Cal., Union Grammar School by the school board recently in the election of Miss Cecil Ruth Pattee as teacher of the fourth grade in the East Side School, and Miss Floye Gilbert to the second grade in the West Side primary.

LEROY NICHOLS, principal of the Turlock, Cal., High School, was the speaker at the annual dinner held recently by the members of the Stanislaus County Shop Teachers Association.

BONDS OF $25,000 for the purpose of adding an industrial building and equipment to the Daly City High School, Daly City, Cal., have been voted. The high school district comprises Salada and Rockaway Beach, Visitacion Valley, Colma, and Daly City.

C. A. BRITTELL, City Superintendent of Schools, Hollister, Cal., has announced Hollister will have a kindergarten next year.

CONSTRUCTION of a modern shop costing from $10,000 to $20,000 and a classroom 24 by 40 feet, at an estimated cost of $4500, will be started during the summer vacation at the Gonzales, Cal., High School, Principal Bert M. Carner has announced.

TRACY HIGH SCHOOL, Tracy, Cal., will have five additional classrooms erected during the summer vacation.

PRACTICALLY all of the present teaching staff has been reëmployed for the coming year at the Manteca, Cal., Union High School.

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ABOUT BOOKS

THE NEW LEAVEN, Progressive Education and Its Effect Upon the Child and Society, by Stanwood Cobb. "The principles and aims of progressive education are here considered with particular attention to the methods of the new movement as they are being worked out in the progressive private schools of America." (The John Day Company, New York.)

ELEMENTARY SCIENCE BY GRADES, A Nature Study and Science Reader, by Ellis C. Persing and Elizabeth K. Peeples, Book II: This material is scientifically worked out always with the child in mind. The simple vocabulary, the approach, the stories and study suggestions, are all valuable. The book is for second grade. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

HOME FOLKS, A Geography for Beginners, by J. Russell Smith: Geography up to date! Material in story form and illustrated with actual photographs; intimate story material that touches the life of every person in his home, food, clothing, and environment; the child viewpoint strictly observed—all of these things are true of this primary geography. The book is large in size, has large type, and is an attractive book, not only for schools, but for general reading for young folk. (John C. Winston Company, 1006 Arch Street, Philadelphia, Pa.)

VOCATIONAL CIVICS, by Howard C. Hill: This book is intended to serve as a foundation for vocational guidance. It is divided into two parts: Industry and Business, and Occupations. Each subject is discussed helpfully,

thoroughly, and information concerning different occupations is given. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $1.28.)

Health Essentials, by J. Mace Andress, A. K. Aldinger, and I. H. Goldberger: This volume includes material concerning personal and home hygiene. It is a text for high-school students. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $1.72.)

Great Moments From Great Stories, edited with notes and introduction by Thomas L. Doyle: An inspiring, literary work which will thrill the high-school student. (Globe Book Company, 175 Fifth Avenue, New York. Price $1.)

Achievement Scale in Household Science, Division I, Scale S, For Grades 8 and 9, by May E. Davis: The pad provides thirty copies of the scale. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 72 cents.)

The Little Book, by Marjorie Hardy: This booklet is preprimer material and belongs with the "Wag and Puff," "Surprise Stories," etc., series by the same author. The simple stories concern the same characters in the series, and bear the same interest value and scientific treatment. The colored illustrations are delightful and adequately supplement the text. (Wheeler Publishing Company, 2831 South Park Way, Chicago, Ill. Price 24 cents.)

Charts for Civics, Geography, Arithmetic, and General Science, by Fay Campbell: The method of procedure employed in this manual is written in such simple language that it may be put directly into the hands of the children. Experience has shown that this method saves the time of the teacher, conserves classroom time, and by the visual method emphasizes the data to be remembered. This work may be done to advantage in the seventh, eighth, or ninth grades. (Wheeler Publishing Company, 2831 South Park Way, Chicago, Ill.)

Community Civics, by Howard C. Hill: Group life, community life, government, and citizenship are included. The material is for high school students. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $1.40.)

Books Received

Principles and Exercises in Accounting, by Nathaniel Filfus. (Globe Book Company, 175 Fifth Avenue, New York. Price $1.60.)

Strayer–Upton Arithmetics, Three-book Series, Lower, Middle, and Higher Grades, by George Drayton Strayer and Clifford Brewster Upton. (American Book Company, 100 Washington Square, New York.)

Materials and Methods in the Middle Grades, by Joseph Lindsey Henderson. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $3.)

Basic Assignments in Chemistry, by Milton B. Brundage and Jacob Leiberman. (Globe Book Company, 175 Fifth Avenue, New York. Price 34 cents.)

Music Appreciation for the Junior High School, and Book IV for the Junior High School, by Mabelle Glenn and Margaret Lowry. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)

To Teachers

The Blackstone Hotel, 340 O'Farrell Street, has been transferred to Mrs. Louise Thomas, who opened it six years ago. The spacious lobby has been artistically redecorated and beautified with new chandeliers, colorful floor lamps, pretty draperies, and other improvements.

Leslie McAuliff, manager of the Paramount Apartments, 571 Geary Street, is the new manager of the Blackstone. Himself a university graduate and former school trustee at Porterville, Cal., McAuliff has issued a special invitation to school people to visit the Blackstone. For several years he was editor of the Porterville *Daily Recorder*.

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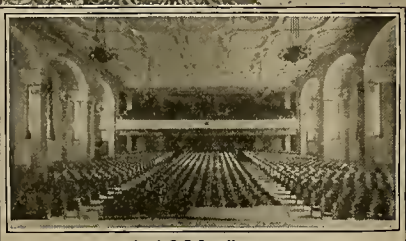

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THE
WESTERN JOURNAL of EDUCATION

JULY, 1928

Mark Keppel Passes

MARK KEPPEL, chairman of the executive board of directors of the California Teachers Association, and Superintendent of Schools of Los Angeles County, California, passed away at his home on June 15, 1928. He was born in Butte County, California, April 11, 1867, and educated in a one-room rural school, in the San Joaquin Valley College at Woodbridge, and in the hard school of experience. He served his native state as teacher, principal, Superintendent, and in many official positions in educational organizations. He was a member of a number of fraternal organizations. In all his relations to life he was an earnest and sincere worker. He believed in service. During the twenty-five years that he directed the public schools of Los Angeles County, the teaching force grew from 2200 to 15,000, and the attendance today is in excess of 800,000. No part of the world has shown such rapid school growth.

Mr. Keppel was a good friend, a noble and sincere man, a masterful speaker, a resourceful debater, and was matchless in his achievements. His greatest contribution to California educational history was his part in the flat-rate pension bill in the King Bill, which gave more money to schools, and in his leadership for democracy in school laws and organizations of the C. T. A.

The following officiated at his funeral: Roy Cloud, secretary California Teachers Association; Fred Martin, Superintendent of Santa Monica schools; B. W. Reed, principal Hollenbeck Heights Junior High School; J. C. Snell, W. G. Canner, and H. S. Upjohn, Assistant Superintendent of Los Angeles County Schools (now Acting Superintendent); Doctor J. H. Francis, Arthur Chamberlain, W. O. Lowe, W. G. Durfee, Melvin Neal, W. C. Cagney, E. S. Shapland, W. W. Richer, Frank Webb, C. E. Coe, Frank A. Bouelle, W. W. Tritt, Arthur Brown, George C. Bush, Allan B. Mooney, Doctor Jaspar M. Lacey, and Walter B. Crane.

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"Practical Horticulture for the Pacific Slope"

By H. K. DICKSON *and* HARRY L. HOLMES

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A FEW EXTRACTS

Chapter III, page 13. LIFE ZONES—READING THE HILLSIDES.

THE LIMITING FACTOR.—All plants need these five things—water, food, heat, light, and air, for normal growth and development. Any one of them may become a limiting factor if it is lacking in a large enough degree. The presence or absence, then, of any one or more of these five necessities forms the boundaries of Life Zones.

Chapter IV, page 26. HOW PLANTS GROW AND REPRODUCE.

How is food made? Well, the roots send up water and certain mineral and vegetable salts from the ground. These are brought up into the leaves through the tubes known as fiber vascular bundles. Air is brought into the leaf through its breathing pores on the leaf's lower surface. These breathing pores are called stomate.

Chapter VI, page 49. IRRIGATION OF FRUIT TREES AND VINES.

It ia a waste of water and often very injurious to the soil to apply an excess of water over that which will fill the soil with capillary water to the depth reached by the roots of mature trees, which ordinarily will never be to any extent over six feet. Since you could not apply as much water at one time in the sandy soil, the application, naturally, would have to be more frequent to keep the tree supplied with water.

Chapter XIII, page 127. PLANTING TREES AND VINES.

SELECTING THE TREES.—Every orchardist should have a clear idea in mind as to just what trees he wants when he goes to the nurseryman. Too many trees have been bought by merely writing or telling a nurseryman that so many trees of a certain kind were wanted. It is important that the buyer tell what rootstock he wants his treea on, as well as designate tbe size he wants.

Chapter XV, page 145. PRUNING DECIDUOUS FRUIT TREES.

PRUNING PRINCIPLES.—Other things being equal, the growth a tree will make is in direct proportion to the leaf area. Without leaves the tree cannot grow, and as this leaf area is reduced so is the possibility of enlargement of the tree reduced. A tree very heavily pruned grows less than one lightly pruned, though it may appear to grow more due to the unusual type of growth produced . . . Page 151.—The less severe cutting back one does during this period of proper formation of the tree the more rapidly will the tree develop size and fruiting.

Chapter XVI, page 186. PRUNING GRAPES.

PRUNING SYSTEMS.— . . . All pruning systems are not satiafactory when applied to all varieties of grapes. The growth or bearing habit of each variety varies somewhat and we have different pruning systems to satisfy the requirements of the many varieties of grapes grown.

Chapter XVIII, page 191. BUDDING AND GRAFTING.

PRINCIPLES INVOLVED IN BUDDING AND GRAFTING.—In our fruit trees there are two regions of growth. One region is in the tip of the limb and end of root and promotes elongation. The other region, in the stem, is just beneath the bark and promotes growth in diameter. In these two regions new cells are continually being formed by the enlargement and division of these living cells. This growing tissue under the bark is called cambium tissue, and if a hud or graft ia to be successful this tissue in stock and scion must be placed together.

Chapter XXII, page 226. INSECTS IN RELATION TO FRUIT PRODUCTION.

INSECT DEVELOPMENT.—Insects, in the adult stage, all have well-defined, compound eyes. They breathe by means of tubes, called tracheal tubes, which ramify throughout the body. On many insects the enda of these tubes can be plainly seen. Hence the tissue is purified and waste gases given off by a direct contact of these tubes with the tissue of the body. If these tubes are clogged up from the outside insects are suffocated and killed. Insects have no bony structure. They have what is termed an exoskeleton.

Chapter XXVI, page 269. MARKETING OUR FRUIT CROP.

The climax of the grower's work is in delivering a high quality fruit to the market and then so supplying that market that the fruit brings him a profitable net return. Production is only the first half of the battle. The whole financial investment in an orchard or vineyard may be absolutely unsafe if the marketing side of the process is not carefully watched.

Page 292. TABLE I—CONSUMER'S DOLLAR PAID FOR WASHINGTON APPLES IN NEW YORK, 1922–1923

Margin received by:	*Items in cents per box*	*Per cent of retail price*
Retailer	$1.87	37.4
Jobber	.49	9.8
Wholesaler	.39	7.8
Shipping organization	.27	5.4
Transportation charges	.80	16.0
Grower's portion per box	1.18	23.6
Retail price per box	$5.00	100.00

Chapter XXVII, page 300. ORCHARD MANAGEMENT.

Now to tell just what good orchard management is happens to be a difficult problem, for it is that something in the individual manager which tells him when he has mixed the proper proportions of labor, capital, time element, equipment, and orchard together. Let us see how it works out.

Students learning the simple uses of the farm level.

Plowing under of cover crops enriches the soil, makes it easy to work, and promotes vigorous growth in the trees.

THE WESTERN JOURNAL OF EDUCATION

Oldest and Best-Established School Board Periodical on the Pacific Coast . . . . . Representative of California Federation of School Women's Clubs, Teachers Association of San Francisco, and Devoted to the Interests of Twenty Thousand Teachers of California

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SIXTY-SIXTH ANNUAL N. E. A. MEETING

By W. M. Culp

The sixty-sixth annual meeting of the National Education Association of the United States convened at Minneapolis, Minn., July 1–6 with Doctor Cornelia S. Adair, classroom teacher of Richmond, Va., presiding. Ten thousand people from all parts of the United States, and from Porto Rico, the Hawaiian Islands, and the Philippines were in attendance. Important topics were discussed by leaders of education. Fourteen allied organizations and conferences had scheduled meetings at this time besides those of eleven departments of the National Education Association and the sessions of the Representative Assembly, Board of Directors, and National Council of Education.

The session in spirit was a dedication to the work of the classroom teacher—the wheelhorses of modern education. For as modern education is no better than the classroom teacher who puts the theorizing of the pedant into practice, the association with a classroom teacher at its head gave due recognition to that fact.

This convention business has become "big business." Minneapolis was prepared to treat the N. E. A. convention in a "big business" manner. The Minneapolis Auditorium, in which the main meetings were held, and in which the exhibits were placed, was dedicated a year ago last June and was built for the express purpose of handling large convention meetings and commercial exhibits. The cost of this magnificent auditorium was $3,500,000. It is seven stories in height and the seven stories consist of a large exhibition hall in the basement, a basement mezzanine, main arena, and two balconies. The three remaining floors provide for dressing rooms and equipment rooms.

The main arena auditorium seats 10,545 persons. Arrangements are such that curtains can be installed every thirty-seven feet on the main arena floor, so that this floor can be used for several meetings at the same time. At this session of the N. E. A. the main hall was divided into two meeting places.

The stage is 108 feet wide and 50 feet deep, with a proscenium of 70 feet, a large disappearing orchestra pit, and a mammoth pipe organ is provided. Radio amplifiers lead to all parts of the structure. An air-washing system keeps the air at a constant temperature of 70 degrees.

The exhibition hall in the basement has an area of 43,340 square feet. Columns 23½ inches by 32 inches are 24 feet apart at center, and are provided with hook and eye bolts. Power, sewer, gas, hot water, cold water, electric fan, and phone outlets are provided. The floor is of asphalt, and trucks make direct entrance from the street to the exhibition floor.

In this auditorium Minneapolis boasts the finest building of its type in the United States. An orchestra hall unit is yet to be added to the plant.

Hospitality to the visiting members of the convention was the word of the hour. W. F. Webster, Superintendent of Minneapolis schools; Miss Elizabeth Hall, and L. N. McWhorter, Assistant Superintendents of the same city, were ever in the foreground to see that the program ran smoothly. A thousand teachers of Minneapolis had been mobilized into a hospitality battalion, and with sight-seeing trips, a ball, banquets, and what-not, everybody was more than well entertained.

Minneapolis, "In the Land of Sky Blue Waters," was indeed a fortunate summer meeting place for the N. E. A., for there are few cities in the United States where a visit to one of them is just the same as going to vacation headquarters.

Minneapolis, while a city of 450,000 inhabitants, the largest city in the Northwest, is located in that region of lakes that have made Minnesota famous. Within the city limits are seventeen lakes—ten of them large. Around each lake are beautiful parks and boulevards known as the "Grand Rounds," fifty-five miles in length. These lakes and parks are suitable pleasure resorts with bathing beaches, canoes, rowboats, and sailing craft. Minneapolis during the last of June and the first of July is in the height of springtime loveliness. The parks are in full leaf, beds of peonies are in gorgeous bloom, the elms, basswood, elders, maples, oaks, and willows are at their fullest summer green.

In fact, Minneapolis treated the conventionists to typical Minnesota summer weather—warm days and nights and an electrical storm that crashed in old-time fury.

It is worth quoting a rhapsody here on Minneapolis for two reasons: first, because it is quite true, and second, it proves that all are not Californians that rave in words sublime:

MINNEAPOLIS—IN THE LAND OF SKY BLUE WATERS

The famed Mississippi, father of waters, flows in majestic splendor through the very heart of Minneapolis between lofty and impressive banks. Yet, even within its comparatively short course within the city, it becomes a stream of varied moods. It enters the city a lazy, listless body of brooding power; it gains exhilaration; it becomes a seething, frothing turmoil of tossing foam; then it slowly calms itself until once more it settles back to the quiet, complacent condition in which it entered.

At St. Anthony Falls are the flour mills—the world's largest. It was here that, in 1915, the late Joseph Pennell, America's foremost etcher, wrote for *The Bellman:*

"There is still character in Minneapolis. I found it down by the falls of the river and it is the character, the grandeur, and the beauty of usefulness. It is in the mills. These mills were not built to be imposing, impressive. They are impressive from their needs, their site, their form, their skyline, and the way they have grown above the rushing river, the way they are shrouded in the mists of the morning, the way they loom and grow into a mighty mass when the sun sets behind them.

"Were these falls and mills in Europe, and properly described in Baedeker or by Ruskin or by Mrs. Ward, you would rush in crowds to see them and enthuse over them in superlatives. But as you cross the long, low stone bridge, as fine as a Roman viaduct, how many of you marvel at the mighty mass of masonry, from the base of which wild torrents gush forth? How many of you marvel at the beauty of the mass of the rock-built cliffs, while against the dark water stand huge masses of masonry as pictorial as anything in Europe?"

Below the falls, below the mills, after the roar of industry has died away, the banks of the river assume a different aspect. They are covered with foliage and enveloped in a quaint stillness. Excepting for the churning caused by some passing barge winding its way to or from the gulf, the stream has become a smooth, massive, moving mirror.

It is along these banks that the old Winchell Trail winds to the fort below. It is along here that we find evidence of a mighty race of yesterday. Here too is the battlefield of the Indian. You can still follow that old trail down the stream to a spot on high banks where old Fort Snelling still glowers from its point of vantage over the confluence of the Mississippi and Minnesota rivers.

Just above the fort, within the limits of the city, is Minnehaha Falls, "glancing, gleaming through the branches." To everyone who has read Longfellow's lyric, "Hiawatha," this holds an irresistible appeal. It is truly an enchanting spot where nature reigns supreme.

An analysis of the N. E. A. program during this convention reveals more interesting data. There were twenty-seven meeting places. More than four hundred speakers were on the program. There were seventy-one different meetings and conferences. The eleven departments of the N. E. A. held thirty-two meetings. The fourteen allied organizations and conferences were in session twenty-two times. Of general sessions, departments, and allied organizations there were seventeen. Music was in abundance and most effective. A hundred and thirteen instrumental and vocal pieces were heard. Seven pastors and one governor were on the program. While the summer meeting of the N. E. A. is supposed to be more in the hands of the grade and file of the teaching forces, the program speakers were predominately of higher rank. Professors were first in numbers on the program with fifty-six speakers, classroom teachers were second with forty-three, thirty-one Superintendents spoke, twenty-three state department heads were scheduled, and seventeen supervisors were on the program. One hundred twenty-five State Superintendents addressed meetings, six heads of city school departments appeared, and five editors of educational publications were heard. Americans are a propagandizing race of people, and it was never so evident as at this meeting, for on the program were some thirty-nine lecturers, representatives of special ideas that they were fostering, and of breakfasts, luncheons, and dinners there were thirty-six.

Among the outstanding speakers at the general sessions were Florence M. Hale, state supervisor of rural schools, Augusta, Maine; Daniel L. Marsh, president Boston University, Boston, Mass.; Simeon D. Fess, United States Senator from Ohio; W. J. Mayo, surgeon, Mayo Clinic, Rochester, Minn.; Mrs. S. M. N. Marrs, president National Congress of Parents and Teachers, Austin, Texas, and Vel W. Lamkin, president Northwest Missouri Teachers College, Marysville, Mo.

Doctor Lamkin is the next president of the National Education Association and was elected at this meeting by acclamation, there being no opponents.

Californians at the N. E. A. Convention

CALIFORNIA was well represented at the N. E. A. in numbers and by individuals on committees and program. The special train from California, which came via Southern Pacific and Northern Pacific, carried 150 people. Roy Cloud, secretary of the California Teachers Association, was largely responsible for the success of this trip, together with the aid of F. L. Thurston, secretary Southern Sections, C. T. A. The railroads entertained their guests most magnificently. An orchestra was furnished, a baggage car was available for gym work, and there was dancing in the dining car. A bridge tournament was held on the train. The northern and southern part of the state held individual meets, and then there was the tournament for the championship. The play for the championship was won by Ethel Dorn Ruff and F. R. Cauch.

One of the most spectacular events of the convention planned for the entire California delegation was a pageant arranged by Howard J. Hanna of Los Angeles which had as its main theme the establishment of a national department of education because of the nearness of all communities in the United States to each other on account of the modern methods of transportation. As a grand finale, with world education as an ideal, the convention was invited to meet in Los Angeles in 1932 at the time of the Olympiad. In the pageant Miss Lucile Smith of Oakland was to portray education and Miss Helen Sweet of San Francisco was to dance the cakewalk. In the grand finale Mrs. Ethel Ruff of San Francisco was to appear as "California," dressed in a beautiful gold lace gown, and as "California" she was to open the golden gates and invite the N. E. A. delegates to travel to Los Angeles in 1932. The invitation was given, but the demonstration by California people was confined to songs.

The California Breakfast at the Radisson Hotel was attended by nearly two hundred people. A. R. Clifton, Superintendent of the Monrovia schools, was toastmaster, and he introduced numbers of visitors. Doctor A. E. Winship made several apt remarks relative to the increasing tendency of boards of education to promote educators within their own systems to the superintendency and administrative offices of their schools. Doctor Winship considered this phenomenon a most fundamental forward step in education.

John K. Norton of the department of research of the N. E. A., Washington, D. C., a native son of California and a graduate of Stanford University, said a few words in regard to California's contribution to the headquarters staff of the N. E. A.

Among the N. E. A. officials at the convention was Joseph Marr Gwinn, Superintendent of San Francisco schools. Mr. Gwinn is a member of the board of trustees. Claude W. Sandifur of Lankershim, Los Angeles, is a vice president. David Starr Jordan, president emeritus of Stanford University, is the only Californian life director of the association. Mrs. Susan M. Dorsey, superintendent of Los Angeles city schools, is vice president of the national council of education. A. R. Clifton, Superintendent of Monrovia schools, is the California state director in the association. A vice presidency of the department of adult education is held by Mrs. Ethel Richardson Allen, Assistant State Superintendent of Public Instruction at Los Angeles. Miss Gladys L. Keyes of the San Diego schools was chairman of the program committee of the National Association of Visiting Teachers. In the elementary section Miss Miriam D. Eisner of San Francisco is executive committee member from the Western states. Arthur S. Gist, principal of the Burbank and Whittier schools, Oakland, was president of the department of elementary principals. Lawrence N. Pease, vice principal of the Stockton High School, was president of the department of business education. On the program of this department appeared John W. Edgemond, director of commercial subjects, Oakland high schools. His subject was "What I Expect of a Commercial Teacher."

In a meeting on character training, Roy E. Warren, principal of the Whittier School, Berkeley, spoke on "Training in the Development of Definite Character Traits."

Miss Ada York, Superintendent of San Diego County schools, is found listed as vice president of the department of rural education. William F. Ewing, Assistant Superintendent of Schools, Oakland, is a second vice president of the department of secondary school principals. "The Problems of Articulation Between the Elementary and the Junior High Schools" was discussed by George Mortenson, principal of the Prescott Junior High School, Oakland. Edna H. Stone, supervisor of teaching social studies, University High School, Oakland, appeared on the program as once president of the department of social studies.

In the department of superintendence, B. W. Reed, principal of the Hollenbeck Junior High School, Los Angeles, spoke on "High School Supervision."

Mrs. Anna V. Doris, director of visual instruction and geography, State Teachers College, San Francisco, was president of the department of visual instruction, and gave the greeting address at the department's meetings.

Mrs. Hugh Bradford, a member of California's State Board of Education, and once president and director of the department of extension, National Congress of Parents and Teachers, Sacramento, before the National Congress of Parents and Teachers had as her topic "Home and School as Educators for Citizenship in the National Congress."

Before the National League of Teachers, Frances McCray, teacher in the Polytechnic Evening High School, Los Angeles, spoke on "How a Teachers' Association Can Function Effectively in Conducting a Salary Campaign."

At the conference of Superintendents' advisory committees, the chairman was Howard J. Hanna, secretary, Los Angeles Superintendents advisory committee, Los Angeles High School. Mrs. Susan M. Dorsey, Superintendent of Los Angeles schools, was on the program for a talk on "What My Committee Means to Me." The leader in the discussion was Christine Jacobsen of the Los Angeles City Teachers Club. In relation to Mrs. Dorsey's topic, Ruth Price, head of the social service department, San Diego High School, spoke on "The Benefits to Teachers of San Diego."

Among those in attendance from California at the N. E. A. meeting in Minneapolis were the following:

Florence Tillman and Alice Bailey, Alameda; E. G. Gridley, Hattie G. Hinkson, Margaret Pardee, Sallie Estes, Gertrude Cross, Lucile Smith, Mary Banning, Mr. and Mrs. Egbert Polley, William H. McMaster, W. W. Green, Helen Craft, Selina Floyd, Edith Hirsch, Mr. and Mrs. J. R. Prosser, Ina Wattenburger, Kathleen Munday, G. E. Mortensen, Irene C. Ball, Mr. and Mrs. F. R. Cauch, Mrs. Freda Benz, and John W. Edgemond, Oakland; Emma L. Dalere, Margaret Croak, Anna Fiske, Nell Kelly, Anna Onyon, Miriam D. Eisner, Mrs. Frances Rauer, Mrs. Ethel Ruff, Sophia Peterson, Estelle Carpenter, Emily Smith, Susie Ward, Mrs. Alice Norton, Helen Sweet, Roy W. Cloud, J. M. Gwinn, and Arthur W. Chamberlain, San Francisco; Elmer L. Cave, Vallejo; Robert J. White and W. T. Van Norris, Martinez; Mrs. Grace T. Pearce, Escalon; Lella Cameron, San Jose; Estelle Unger, Petaluma; A. L. Barker, Mr. and Mrs. Charles A. Colmore, Victorine Hartley, Mrs. Juanita L. Gerlack, and Ruby Lamb, Berkeley; Louis Linn and Alice Brown, Fresno; J. F. Graham, Lemoore; Mr. and Mrs. George Albee, Eureka; George Berry, Biggs; R. W. Everett and Mrs. Hugh Bradford, Sacramento; J. D. Sweeney, Red Bluff; A. R. Clifton, Monrovia.

From Los Angeles were F. L. Thurston, Jessie V. Farr, Albert F. Vandegrift, Katherine C. Carr, H. O. Dyke, Mrs. E. W. Jones, Alexander J. Mueller, Marie Donalds, Clara Main Brown, Ethel M. Roseland, Verbena Roseland, Mr. and Mrs. B. O. Greening, F. C. Weber, C. E. Hendrickson, Monette O. Todd, Albert M. Shaw, Bertha Oliver, H. J. Hanna, Irvin Passmore, A. J. Houston, Mr. and Mrs. Jehiel S. Davis, Mr. and Mrs. N. J. Brubaker, George E. Springer, Mrs. Louise Vaughan, W. W. Tritt, B. W. Reed, Miss Nora Sterry, George Garton, Earl W. Hill, Charles E. Reuter, Christine Jacobsen, Martha Anna Clark, Flora Cohn, Edyth Thomas, Marion Sherman Williams, Maud J. Osborn, Florence Hayden, Laurel A. Olsen, Augusta Jennings, Mrs. Fern Clark Willis, Carnie A. Hayden, and Elvira Braaten.

Mrs. Gertrude B. Hammond, Hyde Park; A. W. Armitage, Venice; George C. Sherwood, Orange; Wilbert A. Bowney and Arthur F. Corey, Anaheim; J. William Gastrich, Compton; V. Raybold, Hollywood; H. Burt Glover, Huntington Park; F. W. Martin, William F. Borwin, Elizabeth Hamlin, Mrs. Cora Rutherford, and Landon Scott, Santa Monica; W. R. Fouts, Rialto; Mr. and Mrs. R. R. Hutchins, Miss Helen Clark, Miss Elvira Clark, Santa Barbara; A. E. Whiteside, Pomona; John A. Sexon and Nancy G. Milligan, Pasadena; Lawrence M. Pease and John R. Williams, Stockton; Mrs. Lulu Morehead, Modesto; Miss R. J. Taber and Roy Huffman, Richmond.

The Convention Exhibits

Due to the excellent management of Harold A. Allan, business manager of the N. E. A., the exhibit hall was completely filled with displays of materials of educational value. The exhibit floor of the Minneapolis Auditorium, in its arrangements, offered the best facilities ever enjoyed by summer exhibitors at an N. E. A. meeting. One hundred and forty-four concerns and agencies had display booths. Books, furniture, pencils, pictures, stoves, oleomargarine health institutes, travel bureaus, and Cream of Wheat were all on display.

Publishing companies present with exhibits consisted of the following: Houghton–Mifflin Company, Mentzer–Bush & Co., F. A. Owen Publishing Company, Iroquois Publishing Company, The A. N. Palmer Company, Harr Wagner Publishing Company, Jennings Publishing Company, Ginn & Co., University of Chicago, Educational Publishing Company, the Macmillan Company, D. Appleton & Co., McKnight & McKnight, Laurel Book Company, Hall & McCreary Co., Bobbs–Merrill, F. E. Compton, Little, Brown & Co., Ellis Publishing Company, Milton Bradley, The Gregg Publishing Company, Harter School Supply, Thomas Nelson & Sons, Webster, World Book Company, and Public School Publishing Company.

Among the bookmen present were Mr. and Mrs. Edward James Norris and E. S. Smith of the Educational Publishing Company. Mr. Norris is president of the company and Mr. Smith is Western manager with headquarters in Chicago. Mentzer–Bush & Co. was represented by O. A. Harris, sales manager, and by S. R. Keats. Other bookmen in attendance were W. P. Johnson of Webster Publishing Company, Mr. and Mrs. Harr of McKnight & McKnight, J. F. Jewell of Hall & McCreary, Walter R. Kohr of Thomas Nelson & Sons, and W. M. Culp of the Harr Wagner Publishing Company.

The St. Paul Book and Stationery Company, the largest concern dealing in books and wholesale school supplies in Minnesota and the Dakotas, was represented by F. K. Claassen.

The only West Coast exhibitors were the Harr Wagner Publishing Company of San Francisco and the Printaprimer Company of Santa Barbara, of which A. S. Pope, County Superintendent of Schools of Santa Barbara, is directing head. Both Western exhibits were popular with visiting educators.

This and That of the Convention

Minneapolis—conservation of words.

Politics was the underground current.

Every delegate was lobbying for something or somebody.

The wonder is that more educators do not attend the Republican and Democratic national conventions.

Doctors of pedagogy in political strategy must surely be a future development.

Election by acclamation does not mean that wire-pulling is as extinct as the dodo bird at an N. E. A. convention.

The moon was full during convention week.

Many educators enjoyed visiting Minnehaha Falls in the moonlight.

The moonbeams on the waters of the Lake of Many Isles were fascinating to sitters in educational motor cars.

The largest flour mills in the world were an attraction.

Roy Cloud and Arthur H. Chamberlain received an ovation at the California Breakfast as they shook hands after being introduced as the "Was" and "Is" of the California Teachers Association.

We never knew that Roy Cloud could be in so many important places at once.

We hate to say it, but F. L. Thurston, secretary of the Southern California Teachers Association, was the Beau Brummel of the California delegates. He comes from Hollywood, we believe.

At the first meetings of the N. E. A. convention, the Minneapolis police were out in full force. The convention members proved so tractable that the police detail was reduced to less than a corporal's guard.

F. E. Howard, president of the Hawaii Education Association, Hamakuapoko, Mauai, T. H., was present with a delegation of twenty-five people from Hawaii. The teachers of the Hawaiian schools are desirous of an N. E. A. convention in Honolulu. Consideration is on of having the navy furnish transports to carry over the members that would attend.

Doctor H. B. Wilson, director of the American Junior Red Cross, Washington, D. C., former Superintendent of Schools of Berkeley, Cal., and co-author with Ruth Thompson of "The Modern School Readers," spoke on "The Red Cross and Citizenship" at a general evening session of the N. E. A.

Ralph W. Everett, president of the Central Section, California Teachers Association, was present with Mrs. Everett. Mr. Everett was busy with securing speakers for his next association meeting.

Miss Miriam D. Eisner as chairman gave the report of the committee on financial needs of the department of classroom teachers.

Elmer L. Cave, Superintendent of Vallejo schools, was much in evidence at the various meetings of the association.

W. T. Van Noris, principal of the Martinez High School, was active at the secondary school meetings.

Miss Estelle Unger, principal of the Petaluma Junior High School, was interested in Junior high school discussions.

Louis Linn, principal of the Washington Avenue High School, Fresno, and J. F. Graham, principal of the Lemoore High School, were in attendance. These gentlemen had come from California by motor with their families and made the Minneapolis meeting a stop in their Eastern tour.

Mr. and Mrs. George Albee of Eureka considered that the forests of Humboldt County were not surpassed by Minnesota scenery.

George Berry, principal of the Biggs High School, was one of the California livewires at the convention.

J. D. Sweeney, Superintendent of Red Bluff schools, thought the humidity detrimental to his reportorial powers.

GEORGE C. SHERWOOD, Superintendent of Orange grammar schools, was interested in supervisory problems.

J. WILLIAM GASTRICH, Superintendent of the Compton grammar schools, secured new ideas for his course of study work that he is carrying on at Compton.

WILLIAM F. BARNUM, principal of the Santa Monica High School, went home thinking more than ever of the beauties of the Santa Monica bay climate.

MISS ELIZABETH HAMILIN, elementary supervisor of Santa Monica, followed the elementary supervisory discussions with great interest.

ALBERT F. VANDEGRIFT of the Belmont High School, Los Angeles, was interested in the political aspects of the convention.

MRS. ETHEL DORN RUFF and Miss Helen Sweet were numbered among the delegates of the San Francisco Classroom Teachers Association.

JOHN A. SEXON, the new Superintendent of the Pasadena city schools, was introduced to Californians at the California Breakfast.

MR. AND MRS. E. P. HALLEY of Patterson were both in attendance at meetings.

MRS. LULU MOREHEAD, rural supervisor of Stanislaus County schools, Modesto, was in active attendance at the rural education meetings.

MISS NANCY GERTRUDE MILLIGAN, elementary supervisor of Pasadena schools, made the Minneapolis N. E. A. meeting a stop in her Eastern trip.

CALIFORNIANS elected officials of the N. E. A. for this year, 1928–1929, include the following: Vice president, Anne Graeme Fraser; state director, A. R. Clifton, Monrovia; A. J. Hamilton of Berkeley a vice presidency of elementary principals; member of the executive committee of the department of classroom teachers, Miriam D. Eisner of San Francisco.

UNITED STATES BUREAU OF EDUCATION, WESTERN STATES CONFERENCE

By W. M. CULP

THE THIRD GENERAL CONFERENCE this year in the United States for the professional preparation of teachers for rural schools was called for the Western states by John J. Tigert, United States Commissioner of Education, on June 15 and 16. The meeting was held in Los Angeles at the Hotel Alexandria, headquarters for teacher conferences in that city.

Mrs. Katherine M. Cook, Assistant United States Commissioner in charge of the department of rural education, was present as the leader of the conference. Educators from Oregon, Washington, Idaho, Utah, Nevada, Arizona, New Mexico, and California were in attendance.

Miss Helen Heffernan, chief, department of rural education for California, was a prominent figure at the meetings. The discussion was free and above-board. In fact, more good suggestions for the improvement of rural school training were given than one usually finds at such educational gatherings. Constructive suggestions were much in evidence.

The topics for discussion had been divided into four main parts: (1) The rural school teaching situation, (2) programs to meet the situation, (3) curricula for the training of teachers for rural schools, and (4) problems of adjustment and coördination.

In discussing the first main unit, W. M. Smith, Assistant State Superintendent, Oregon, had as his topic, "The Academic and Professional Preparation of the Rural School Teachers of Oregon."

Miss Rose Saylor, State Department of Public Instruction, New Mexico, gave a remarkable statement of the poor rural school conditions in her state, and she made a great impression on the listeners. "The State of Washington's Part in the Rural Education Progress" was the subject of Josephine Corliss Preston, Superintendent of Public Instruction, Washington. Fletcher Harper Swift, University of California, presented a clear viewpoint in his discussion of "The States' Responsibility for Forwarding Adequate Rural School Programs."

In the meeting on "Programs to Meet the Situation," Mrs. Evelyn A. Clement, State Department of Public Instruction, California, spoke on "The Adjustment of Supply and Demand." In her subject "Pre-Service and In-Service Training of Rural Teachers—How Shall We Have an Integrated Program," Mary A. Ward, State Teachers College, San Francisco, outlined the wonderful work they are doing in training rural teachers at their summer session this year. Miss Ada York, Superintendent of San Diego County schools, discussed this subject, "From the Point of View of Superintendent and Supervisor."

In the third session with the topic on "Curricula for the Training of Teachers for Rural Schools," R. C. Merrill, State Teachers College, Chico, discussed "Shall We Differentiate and What Principles Underlie Work Differentiation?" R. L. Eyman, Berkeley, spoke on "Differentiation in the Functions and Training of Rural and Urban Elementary School Teachers." E. E. Frasher, supervisor of Agriculture, Fresno county schools, Fresno, gave a most excellent talk on "Special Needs and Resources of the Rural Environment, and Their Use in the Development of Training Teachers." George E. Freeland, State Teachers College, San Jose, was down on the program for an address on "Analysis of the Work of Teachers as a Basis for Courses in Rural Education."

The concluding meeting devoted its arguments to "The Problems of Adjustment and Coördinations." W. W. Kemp, University of California, Berkeley, and J. R. Jewell, Oregon State Agricultural College, Corvallis, Oregon, discoursed on "The Responsibility of Teacher-Preparing Instructions Toward Specialization and an Adequate Teaching Staff." "Certification; Training and Placement of Teachers; a Coördinated Program for Teacher Training Instructions and State and Local Educational Authorities," was the topic of J. S. Landers, Oregon Normal School, Monmouth, Ore. The meeting ended with H. L. Eby, University of California at Los Angeles, and Milton Bennion, University of Utah, Salt Lake City, in a joint discussion of "Student Guidance in Selection of Curricula Based on an Understanding of the Needs of the Full Aptitudes and Athletics of Students and the Promotion of a State-Wide Coördinated Program."

The papers read at this meeting are to be published by the United States Bureau of Education and should be a most profitable contribution to the problem of the training of rural teachers.

One of the features of the conference was an evening banquet over which Mrs. Heineman, member of the California State Board of Education, presided. Clever speeches were made by Miss Madilene E. Veverka, primary supervisor Los Angeles city schools; Miss Helen Heffernan, chief, department of rural education, California; Mrs. Katherine M. Cook, assistant United States commissioner in charge of rural education; Mrs. McCullock, president California Congress of Parent and Teacher Association, and J. S. Landers, Oregon Normal School, Monmouth, Ore.

Educators present at the conference were Miss Ada York, County Superintendent, San Diego; Gretchen L. Palmatier, Mrs. Martha M. Ross, and Mrs. Marian Aspen, of Los Angeles; Mrs. B. A. Nagel, assistant State Superintendent of Schools, Olympia, Wash.; Clyde G. Ellis, art supervisor, Los Angeles County; Mrs. C. H. Lake, Department State Superintendent, Carson City, Nev.; F. W. Traner, University of Nevada, Utah; R. C. Merrill, director of teacher training, State Teachers College, Chico; Mrs. Katherine M. Cook, United States Department of Education, Washington, and Miss Clara Smith, rural supervisor, Ventura County, and others.

THE NEW GYMNASIUM and auditorium buildings, which were improvements to the schools of El Monte, Cal., have been completed. The buildings were erected at a cost of $72,000 and will be equipped for use this summer, in preparation for the fall school term.

THE SOCIALIZING OF GEOGRAPHY

By H. W. Fairbanks

In "The Social Studies" by Professor M. J. Stormzand of Occidental College, published for the use of the Glendale schools, it is stated that "A combined course in the social studies for grades seven, eight, and nine seems a certainty. A majority of the regular junior high schools of the country will probably have such a course within five years. The motives of the movement, the enthusiasm and prominence of its advocates, and the tendency to try out something new, are all sweeping it along as a fad. No organized or definite opposition or objection is being presented." Concerning the intermediate schools, Professor Stormzand says: "The question of a combined course in the social studies would affect the materials and methods of the elementary school grades as well as grades seven, eight, and nine."

In previous publications the writer has expressed the opinion that the logic of the situation as regards grades seven, eight, and nine, as outlined by Professor Stormzand, is bound sooner or later to result in its attempted extension to grades four, five, and six. The principle involved is the same. If it is applicable to the higher grades it is without doubt more applicable to the lower grades, for we are here nearer the undifferentiated beginnings of all the so-called "social studies." Such a rounded-out movement would result in the elimination of geography as an independent subject, for it would nowhere appear between the beginning of the school course in the primary grades, where it is not yet differentiated from nature study and "home lore," and the close of the course in the university.

It is most unfortunate that during this period of the revaluation of studies and resultant reconstruction of the curriculum, there is not the same energy and enthusiasm and unity of purpose exhibited by teachers and specialists of geography as by those interested in the establishment of a unified social course in which geography is included.

We should in all justice attribute to geography teachers as much disinterested interest in the bettering of the curriculum as that possessed by any group of teachers. It seems that in all fairness they should be consulted in this proposed elimination of a subject which on the face of things should possess great importance, but as far as the writer is aware this has not been done. Of course it is argued that geography is really not eliminated in the proposed social course, but in the writer's opinion it amounts to the same thing.

The simple truth is, that as far as geography is concerned, this is also a period of transition in thought. Geography specialists are not themselves agreed as to what school geography should include and how it should be organized and taught. There are all types of geography teachers, ranging between those who want to hang onto much of the old and those who demand a complete cutting loose from methods and ideals which have proved unsatisfactory and the application of those of Ritter and Guyot.

If the present situation continues it is bound to result in the adoption of a curriculum plan which is one-sided and unbalanced in that it fails to give definite recognition to an idea which, as expressed in what the writer has called "Real Geography," is one of the most important of all those underlying the establishment of a sound educational program, one based on the fundamental needs of modern life and not on theoretical considerations.

The writer does not wish to be understood as contending for the preservation of the word "geography," *per se*, because it is an old and hallowed name in education. It is perfectly conceivable that we could get along without it; but he is contending for the idea behind this word, which idea is likely to be lost if its verbal expression goes. This is an unescapable principle of mind action. What the progressive geographer is after is the preservation of the idea of "Real Geography" as the most vital element in the education of the well-rounded citizen.

Real geography is not the kind we are accustomed to think of as consisting in studying locations, descriptive and statistical facts. Most advocates of a unit course which shall include geography assume that this is so in their treatment of the subject. This is most unfortunate, for if they only did realize its true nature, its importance as a basal element in a practical education would be preserved.

It is true that certain aspects of history and certain aspects of school geography can be worked together most advantageously. Certain aspects of nature study or elementary science are involved in an understanding of home geography. But history sheds no light on the dependence of man upon his environment, and nature study of itself does not involve distinct geographic relations.

In actual teaching of a unit social science course in which an attempt is made to include geography there must be a continual switching back and forth between the geography and the other associated elements of the course. This must take place either in the same lesson, in successive lessons, or in weekly or monthly periods. In any event, speaking for geography, the fundamental concept, that which makes it of any real value, is left scrappy, incomplete, and one-sided and must fail of producing real educational results.

The geographic viewpoint does not permit a consolidation with any other aim. The aim must be either to inculcate a geographic understanding of the facts and phenomena in question, or to inculcate something else.

Has anyone actually succeeded in teaching the combination viewpoint which the advocates of the unit social science course consider ideal because, as they believe, it is a replica in the schoolroom of real life conditions? That is, geography, science, history, economics, civics, and industry are names for different sides of the phenomena of a rounded life. Hence, they say, let us teach these in the same relation in the schoolroom because it is an approach to conditions of real life.

Is such a conception physically or psychologically possible? Does such a course, while saving time, result in a clearer conception of these elements of real life, or are they necessarily scrappy and less clearly understood than when taught separately, each for the time being brought into focus in consciousness? It is asserted that these elements thus taught together are better motivated and vitalized, but as far as real geography is concerned, its very nature vitalizes it because it deals with possible or actual human experiences in the real material world.

Is it not a fact that every teacher who has approached this matter with an open mind, freed of preconceived opinions, has found that it was impossible of realization? Take for example the attempt to work geography in as a factor in "The Study of an Industrial Nation." The geography of the nation, that is, its dependence upon its environing conditions, cannot be brought out clearly because only certain aspects of the subject are required to develop the social problem and can be legitimately introduced, since the attention is centered on the development of the industries. Industry is the motivating idea. Of course, facts which can have a geographic interpretation are included, but they are used in a manner to develop best the central idea. The pupil gets a partial and one-sided view of the growth of the nation if he gets any real geographic conceptions at all.

On the other hand, if the development of the idea of the geographic relationships of the nation is the motivating idea, if it occupies the center of consciousness, the pupil makes use of ideas from every other field of knowledge, including those of the social group. He develops a balanced, well-rounded conception of the nation in question. He gets a better idea of the true significance of its industries than if they had formed the main problem.

The teaching which has for its object the accumulation on the part of the pupil of a measured quantity of facts must give place to the aim of making whatever is accumulated usable, whether it is little or much. This does not admit of cramming, but does demand the ability to interpret and form judgments. The acquiring of such an ability is the most important object of that "Real Geography" for which the writer is contending.

What other idea in the whole curriculum introduces the child more directly to life than the ability to interpret and make good use of his own environment as well as those of

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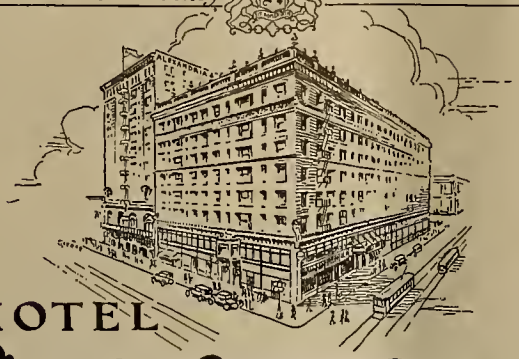

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other peoples with whom he may have dealings socially, economically, or politically, than does the principle behind "Real Geography"?

This relationship between the child and his environment can be brought out only through the study of his environment. We might say such a study is "Real Geography." There is nothing in any other subject so concretely practical.

Why not keep the term "Geography" with all the infinite ramifications which it suggests to the qualified, open-minded teacher? Are we really gaining anything by applying the name which is at present so popular to a conception which, as far as geography is concerned, will land us nowhere but in the ditch?

Why not give "Real Geography" the motivating place in education since it must give a far more practical, usable view of the world than it possibly can in a combination course in which its significance has almost disappeared?

SCHOOLS ASSIST SHAKESPEARE GARDEN

UNDER THE DIRECTION of the California Spring Blossom and Wild Flower Association, of which Katherine Chandler, well-known botanist and author, is president, the "Garden of Shakespeare's Flowers" was dedicated in Golden Gate Park, San Francisco, Cal., Monday, July 9. Numerous gifts were presented by prominent and interested citizens. Senator James D. Phelan presented a wall in which a copy of the bust of Shakespeare which is now in the church at Stratford, England, will be placed. Senator Phelan was associated with the church in making this donation.

The flowers and plants mentioned in Shakespeare's works are planted in this garden, which has been the most recent accomplishment of the Flower Association.

Each year a blossom show is held in San Francisco, and school children from many points in California send flowers for the exhibit. These flowers and the interest of the schools were a strong factor, according to Miss Chandler, in the establishment of the garden.

MRS. GREGG PASSES

MAIDA GREGG, wife of John Robert Gregg, the author of the system of shorthand bearing his name, passed away at their London home Thursday, June 28. Mrs. Gregg had been in England for the past three months, where she contracted pleurisy, which developed into pneumonia, and from which she succumbed at their home in St. Johns Wood, London, England.

Mrs. Gregg was born in Missouri within a stone's throw of the birthplace of Mark Twain, of whom she was a great admirer. Mr. and Mrs. Gregg were married on June 3, 1899, in Chicago, where they lived for nine years. With the establishment of the New York office of The Gregg Publishing Company, they moved to New York, where they have since resided.

With the purchase of a chain of schools and the formation of The Gregg Publishing Company, Limited, in Great Britain, it was found necessary for them to spend about five months of each year there. For many years Mrs. Gregg took an active part in the affairs of the company and her keen business ability has always been recognized.

As a hostess Mrs. Gregg was supreme, and it was the regret of all that during the past few years her health has been such as to limit her activity in this respect. She had that unique ability to surround herself with people who had achieved success, and in her drawing-room would be found many from the profession of letters and the arts. Mrs. Gregg was a member of the Twelfth Night Club, the National Arts Club, the English-Speaking Union, in New York; and of the American Women's Club and The Forum Club, London.

C. F. WEBER OPENS SANTA ROSA BRANCH

THE C. F. WEBER COMPANY, which handles school supplies and has offices throughout the West, has now purchased the Milo Harding Company of Santa Rosa, Cal., and will conduct a branch of the school supply business in that city.

THE PIONEER TEACHERS

By Maud N. Parker
Cabanatuan, Nueva Ecija, P. I.

[Foreword—The writer of this article, Mrs. Maud M. Parker, was, with her husband, Luther Parker, a pioneer in the Philippine teaching service under the American government. Mr. and Mrs. Parker went to the Philippines after graduating from the Chico Normal School of California. They have continued all these years in the work to which they were appointed more than a quarter of a century ago. It is well for teachers of the present day to know something of the enthusiasm with which the teaching profession in this country greeted the proposal of the Philippine Commission in 1900 to organize a system of schools that would be adapted to the needs of an illiterate but eager population and that would open to these interesting peoples a new spiritual and social life. It is well that teachers of today should know, also, the extraordinary sacrifices which these thousand or more men and women showed in the early years of American government in the Philippines. Mrs. Parker recites these facts and I can vouch for their authenticity. Her language is well chosen and not exaggerated, and her narrative deserves place among the permanent records of this notable and courageous undertaking.—David P. Barrows.]

The opening year of the twentieth century brought the dawn of peace to the people of the Philippines after four harrowing years of war and unrest.

In this year the stalwart American soldier gladly threw away his bayonet, shaped a feather pen, grabbed up the first available book, and began teaching the children to sing "Yankee Doodle" and say their A, B, C's.

These soldier teachers were not alone in their task. All over the Islands they found teachers of the Spanish régime, some of them old in the service even at that time, others fresh from the normal school which was functioning under the Spanish rule.

Here I wish to pay a tribute to those pioneers of an unsung era, the Filipino teachers who were taken over by the American educational system and continued in the service, some of them even to the present day.

These are the deans of the teaching service in all parts of the Archipelago. Some have retired on small amounts under the pension law after thirty or forty years of faithful service; many have been dropped for low attainments, lack of funds, inefficiency, or on some other excuse, giving place to those whom they have taught.

Few are still left of the old régime, but to those few who are left many of the men now in power, of the generation that received its primary education in Spanish and finished up in American schools, owe their start along the road to success.

To the old teacher of Spanish times! May he pass his declining years in peace with the knowledge that his service has been noted and appreciated by thoughtful people and that his coworkers and old pupils think of him and hold him in grateful remembrance.

In July, 1901, an epochal event was under way. All was bustle and hurry on the transport dock at San Francisco. Some six hundred young Americans, gathered from all over the United States, were boarding the good ship *Thomas* on their way to the Orient, the vanguard of a movement unexampled in history, a movement that has continued uninterrupted for twenty-six years.

The helm of the ship of state was in the hands of a kindly man, one who thought in terms of education and helpfulness rather than of bullets and destruction.

These young people who boarded the transport came from all walks of life and were carefully selected as representatives of a nation bent on giving to a foreign people the best in educational opportunity. Some of these men and women had been chosen by their chiefs for demonstrated worth as teachers in the service of Uncle Sam in government education, others for successful work as teachers in various school systems of the States, and all of them for stability of character since they were to represent their country on the outskirts of its dominions as their pioneer fathers and grandfathers had done for a century or more.

This group of young people faced the setting sun, as the transport sailed out through the Golden Gate, with the same unbounded faith and enthusiasm as the Argonauts who came in over the same route in search of the golden fleece in the "Days of Forty-Nine."

Uncle Sam needed men and women of this pioneer stock to

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send to the uttermost bounds of the earth, men and women who would admit of no discouragement nor defeat and who could be depended upon to "stick to a fever-laden post till the last fierce sun went down," as many of them did in the long hard years that succeeded.

Left on the wharf, as the transport sailed away, were weeping relatives and friends, some with true premonitions that they had seen the face of a loved one for the last time, since the first few years of hard tropical service took its merciless toll from the courageous young people who sailed on the transport *Thomas*.

Midst tears and cheers the ship sailed out, taking with it the best wishes for success from the whole nation and carrying to every hamlet and town in the Philippines a loved one from some village or city in the homeland, tying up the two nations with bonds of sympathy and interest that endured and became stronger as the busy years rolled on.

The same wharf that held the friends of these pioneer educators had held, only a few years before, a more madly cheering crowd seeing the soldiers off to the Philippines; had held more sorrow, too, for the loved ones who cheer their soldier boys to war do so with the knowledge that they may never return, in fact, that chances are against their return.

All honor to the soldier boys who went forth to do the bidding of their country and who never returned, but let us not forget the pioneer teacher who likewise went forth also to do the bidding of his country and who sleeps in the wilds of Mindanao or in far Palawan where he fell a victim to the kris or to the deadly black-water fever.

The soldier boys who were cheered on from the wharf at San Francisco went out to clear the ground in order that constructive measures to build up a strong nation could be initiated.

The pioneer teachers followed in their tracks with arms laden with books and hearts charged with the spirit of helpfulness and sympathy for those harassed ones of a land which had been burdened for centuries with a domination unloved and undesired.

The task of the teachers was a difficult one, since they came on the heels of war, among a people who could not understand their purpose. It was but natural to find the people unresponsive, suspicious, and sullen, and as the American teachers spread out over the Islands to every town and barrio, they found that patience was the one great necessity if success was to be achieved. Misfits there were, to be sure, but the hard conditions soon weeded them out.

Little was known of the great interior or hinterland of the provinces by those responsible for the assignment of teachers, and at first grave errors were made. In one case a young university girl with her aged mother was sent to a large barrio of a river town, where there was no road but a slough, no schoolhouse but a room under a dwelling, and no place to live except with a big family in a small bamboo house.

Some men were assigned to stations which they never reached, since there was no transportation for months at a time. But there was little discontent expressed. It was all in the day's work and had to be done, and many ingenious ways and means were found to do the impossible.

No more interesting hour can be spent in these latter days than in listening to reminiscences of pioneer teachers. The best combination for entertainment is a soldier teacher, a Thomasite, and a Filipino pioneer of the Spanish–American régimes.

The first year was spent in organizing schools, training teachers in night schools and on Saturdays and Sundays, so that they could teach in the day schools. The teacher for the first year was barely one jump ahead of his pupils, since everyone had to learn a new language. This was especially difficult for the old Spanish-trained teacher whose pronunciation was past changing, and the results were often amusing and form the basis for good stories handed down to the present by those pioneers with a keen sense of humor.

And the next year Asiatic cholera swept the Islands from end to end. Teachers became sanitary inspectors and cholera police during the long vacation in 1902. Some fell victims to this terrible scourge, but the great majority put their shoulders to the wheel and saw it through, whatever the cost.

The next year or two saw a large exodus of teachers who had enough tropical service to last them a lifetime, but the true pioneer simply dug in a little deeper and stuck to his job a little tighter. Good stories are yet told of teachers who stayed at their stations for a full year and came out at the end with every check uncashed, having lived on their night-school pay for the entire time.

Twelve to eighteen hours a day were spent in work, the rest in learning a dialect or two, getting acquainted with the people and their customs, and perhaps in getting a little sleep.

What with the work of winning the confidence of the people, wading rice paddies to establish schools in distant barrios, fighting epidemics, recovering from attacks of dysentery, malaria, break-bone fever, and itch, the pioneer teacher was kept busy.

Many fell in the front lines and now rest in lonely half-forgotten graves covered with cogon grass lush under a tropic sun. A case in point was that of Pruitt, who died of smallpox contracted in line of duty in Pozorrubio, and who was buried in a tangle of tropical growth outside the walls of the cemetery. May there be tears and pity for those who sleep thus by the wayside!

The unknown soldier has a magnificent monument where prominent people honor themselves and get in the dispatches by placing an occasional wreath at its base, while the unremembered pioneer teacher of the Philippines, whose sacrifice of life was as brave as that of the soldier, lies without even a slab of marble to mark the spot.

As the French mothers do honor yearly by placing flowers on the graves of the American soldiers who rest in France, so may the Filipino mothers, on All Soul's Day, scatter flowers on the neglected graves of the pioneer teachers to whom they and their children owe the light of knowledge now shining so brightly all over the land.

The early years of the American occupation wore slowly on with the pioneer teacher still on the front lines. In his footsteps came the American engineers, building roads, bridges, and

schoolhouses; came the American doctors, bringing health; came the American nurses and hospitals, for as yet there were no graduates from the schools under the pioneer teachers.

Many weary years were required to educate engineers, doctors, nurses, and all the other highly trained professionals who are now taking over the direction of the activities in each community.

And these professionals all owe their present positions, their power, their wealth, to the work of the pioneer teachers, American and Filipino. Their gratitude goes out to the ones who labored to place them on the road to success, and they who now hold positions of influence will see that no injustice is done their old teachers and that none of them are treated inhumanly by being forced from the service in their old age, and left without adequate support for themselves and families.

As the thoughtful boys and girls of yesterday read this tribute they will look back in memory to their happy school days when their teachers were young and vigorous, while today, with tear-bedimmed eyes, they will see their old teachers marching before them, gray-haired and with faltering steps. Everyone, in memory of the help given in school days, will say gratefully: "We will not forget you or your service. To you pioneer teachers we owe all we are and may God bless you."

Few are the pioneer teachers yet in the service, and the Thomasites of 1901 can be counted on the fingers of one hand.

Many of the old guard, discouraged by lack of consideration in later years and by constant transfers of station following a hard-fisted policy enunciated many years ago of "Blast 'em out! Keep 'em uneasy," have gone into other lines; others have heard God's country calling and have answered the call; while some have worked until they fell in the harness.

This has been especially true of a number of pioneer women teachers who worked till they dropped, some of them failing to hold out for even the twenty years required for life pension.

This much, at least, the Philippine government has done for them, although it is admitted in certain quarters that the Osmena Retirement Act was intended to encourage the Americans to leave the service, but it is believed that such was not the intention of the majority of the lawmakers who passed this act, since to deprive the nation of the experience of the old-time educators would be both unwise and unjust.

It is also positively known that the Teachers' Pension Act was intended by its authors primarily for the benefit of the pioneer teachers and in recognition of their faithful service, and it is hoped that those who voted for it will see that the intent of the Pension Act is never defeated.

The question now arises, What has America done, as yet, for her pioneer teachers that she sent here a quarter of a century ago as nation builders? Forgotten them and their work, evidently, and abandoned them to whatever fate is handed out to them.

The soldier who served a year or two in the World War is given a $100-a-month pension, if disabled, and soldiers who served in the Philippines were given double time for tropical service, while the American pioneer teacher, to whom credit is due for laying the basis for the phenomenal progress of the Filipino people, is left to make his own way, existing on a small pension when he retires, after giving the best years of his life to the service of Uncle Sam as loyally as did ever the soldier.

For the few who have served their twenty years or more, America is duty bound to grant recognition by doing for them at least as well as she did by her soldiers in the Philippines, that is to give them double time for tropical service to be counted on their time towards the pension given them by the Philippine government, and to grant them a bonus sufficient to insure their proper care and comfort after retirement from the Philippine service.

Will not America, the most philanthropic nation on the face of the earth, thus discharge her debt of gratitude to these men and women who have given of their best to the altruistic work of leading an Oriental people into the light of knowledge?

It remains to be seen if America will long be indifferent to the sacrifices that its pioneer teachers in the Philippines have made at the call of duty.

The laborer is worthy of his hire and it is believed that the appeal will not be in vain to the conscientious legislators to do justice to that group of pioneer educators whom they sent to the Orient, to carry on for America, a quarter of a century ago.

No doubt the time will come when there will be placed at the old Legaspi landing, near the mouth of the Pasig, a monument like that erected to the memory of the two illustrious pioneers of Spain; and where Legaspi carries the sword of battle, and Urdaneta bears aloft the cross of Christ, the American pioneer teacher will hold high the torch of knowledge.

Meanwhile there has been erected in the hearts and lives of the Filipino people a monument more enduring than marble, one that can never fall into decay as long as the race lives—a monument of spiritual progress.

Then here is to the few old pioneer teachers who are still with us!

With the spirit of the Crusaders of old they followed the educational trail on and on into the sunset, and if their own nation that sent them out in the flush of youth now breaks faith with those who in old age still courageously carry on, then they who fell and lie beside the trail will never rest or sleep in peace.

SMITH ACCEPTS BERKELEY OFFICE

Doctor Lewis B. Smith, Superintendent of Schools, Joliet, Ill., and nationally known educator, has accepted the position of Superintendent of Schools of Berkeley, Cal., thus filling the vacancy created by H. B. Wilson, who resigned to become national director of the Junior Red Cross. During the interim M. C. James has been in charge of the Berkeley schools. He will now resume his duties of Assistant Superintendent.

Doctor Lewis B. Smith

Doctor Smith, according to his contract, is to devote his entire time to the Berkeley city schools. He is already known in Berkeley, as he has been an instructor during summer sessions at the University of California. He assumes his new position July 15.

A chronological sketch of the educational career of Doctor Smith follows:

Training—Doane Academy, Granville, Ohio, 1898, diploma; Denison University, Granville, Ohio, 1902, A. B.; University of Chicago, Chicago, Ill., 1913, M. A.; University of Chicago, Chicago, Ill., 1919, Ph. D.; Denison University, Granville, Ohio, 1928, LL. D.

Experience—Pillsbury Academy, Owatonna, Minn., 1902–03, English; commercial traveler and correspondent, 1903–05; West High School, Aurora, Ill., 1905–07, English instructor; Kankakee High School, Kankakee, Ill., 1907–08, principal; Thornton Township High School, Harvey, Ill., 1908–19, principal; Joliet Township High School and Junior College, Joliet, Ill., 1919–28, Superintendent.

Doctor Smith has been instrumental in organizing many educational enterprises and has held numerous positions directing activities. He took the initiative in the organization of the High School Principals Association of Illinois and was its first president. In 1925 he was president of the American Association of Junior Colleges. He represented the American Association of Junior Colleges on the American Council of Education and at present he is vice president of that organization. For several years he has been chairman of the commission on unit courses and curricula of the North Central Association.

That the new superintendent of the Berkeley schools will be an addition to the educational ranks of California is indicated by the opinion of a fellow educator in Illinois who wrote of him recently:

> However much Joliet benefits by Doctor Smith's zeal for the improvement of educational opportunities, not Joliet alone profits; for Doctor Smith has helped form and has led many educational organizations aiming to share the gains of each school with all and to develop the power which union makes possible. His clear realization of the value of concerted opinion and united effort, and his individual contributions to that end, are evidenced by his connections with various educational associations.

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NEWS AND COMMENTS

Herbert Bashford Passes

HERBERT BASHFORD, known to thousands of teachers on account of his work as a lecturer and interpreter of his own wonderful poetry, passed away on Friday, July 13. His latest two books were "A Man Unafraid," the story of John Charles Frémont, and the "Stories of Western Pioneers." His book "At the Shrine of Song" contains his best poetry. His work as a playwright was of a high standard, full of clean wit and dramatic fire. He was at one time City Librarian of Tacoma, Wash., then State Librarian, and later he came to California and devoted himself exclusively to literature. He numbered among his literary friends Joaquin Miller, George Sterling, George Wharton James, Madge Morris, John D. Barry, George Hamlin Fitch, Harr Wagner, and a host of others. He lived in a beautiful home, with his wife and daughter, in Piedmont, Alameda County, California. He died at the age of fifty-seven.

Coöperation

THE SECRETARY of the Chamber of Commerce of Coalinga has given a splendid endorsement to the Coalinga schools under the direction of Superintendent of Schools C. L. Geer. This is the kind of coöperation which means much in any community, and the record of Coalinga schools, including the elementary and junior high and high schools, has been such as to attract the attention of the entire state. The secretary, Mr. Butler, speaking for the Coalinga Chamber of Commerce, says:

If this organization has in any small and meager way assisted you in carrying on, we are glad, and feel that any degree of assistance along this line justifies the existence of this organization. It has now, after many years, been forcibly impressed upon this organization that one of the greatest and probably the one greatest medium through which favorable publicity for this community has been carried on is the Coalinga School District. In this connection permit us to say that the chamber of commerce is indeed proud of our local school system, proud of those who so unselfishly have given and are now giving their time and ability to serving this community as members of the various school boards; proud of the faculty, working under your direction; and, greatest of all, proud of the student body that shows such a devoted and powerful spirit of coöperation.

As previously stated in this communication, we believe that the one greatest medium or factor through which much favorable publicity for this community has been brought about is our educational system. In looking over contest awards for state, valley, and county we are deeply impressed with the remarkable showing made by Coalinga schools. At the State Fair, Sacramento, our junior high school won a bronze-gold cup, two sweepstakes, and ninety-five ribbon awards; you won a silver cup at Los Angeles and Sacramento for the best second-year typing team in California; you won a silver cup and 285 ribbon awards for the best school exhibit at the Fresno District Fair; you won a silver cup for the best commercial team in Fresno County; you won a bronze cup for the best stenography team in Fresno County; you won a silver cup for the best relay team in Central California; you won a banner for the best band in the preliminary contest at Kerman; you won a banner for the best orchestra in the preliminary contest at Kerman; your band was awarded a plaque and the distinction of being the fourth best band in Class B in the State of California; one of your students won the state Shakespearean speaking championship; you won the Class B track championship of Fresno County and received a silver cup; your band and orchestra won second place in music finals at Fresno; one of your students was placed second in the valley extemporaneous reading; your debating team won second place in the tri-county contest, comprising Fresno, Kings, and Madera counties; your track team tied with Taft for third place in the Central California unlimited track meet; you took second place in the limited track meet of Central California; and you placed second at the Fresno County unlimited track meet.

By your accomplishments, as above outlined, you have given the Coalinga community a tremendous amount of good publicity, and your good sportsmanship throughout these various contests and competitions is unparalleled.

Spare the Rod and Spoil the Child

H. C. PETRAY, for twenty-two years principal in one of the schools of Oakland, Cal., and for forty-one years a teacher in the California schools, resigned from his position recently. Upon resigning he made the statement that he still believed in the old saying, "Spare the rod and spoil the child." His statement roused a storm of protest from various school officials, principally women, and the question of sparing the rod is still being discussed. The question seems to be no nearer a settlement now than it ever was!

C. E. Teach Accepts New Position

CHARLES E. TEACH, Superintendent of Schools of Bakersfield, Cal., for the past ten years, has accepted the superintendency of schools in San Luis Obispo, Cal. He will fill the position vacated by the retirement of A. H. Mabley. Before filling the Bakersfield position Mr. Teach was Superintendent of Schools in Orange, Cal. Mr. Teach is a strong civic leader as well as an educator and was well known for his activities and results gained in Kern County. He was prominent in Boy Scout activities as well as in adult organizations.

Salient Need of American High School

THE TIME has come when one thing is more needed than any other in the American high school. That one thing is social education. If there are obstacles in the way of the introduction of social studies into a crowded curriculum, they must be overcome. If there are difficulties in the way of organizing social information so that it can be comprehended by adolescent youth, these difficulties must be met by the expenditure of more and better-trained pedagogical energy on the problem of organizing social courses. If necessary, the practices and procedures of the schools must be subjected to complete and radical reorganization. The one supreme need in American education is the need not now adequately met for the satisfactory social training of pupils.—*From "Psychology of Secondary Education" by Charles Hubbard Judd.*

The Lesson of One Young Man's Life

IT IS WITH SORROW and with deepest sympathy for the bereaved father that the JOURNAL has to record the tragic death of Robert Wesley Ferguson, only son of James Ferguson, principal of the Jefferson Union High School at Daly City.

Robert Ferguson was a member of the Los Angeles County Motor Patrol, a body of picked men of the finest type. He met his death while in pursuit of a stolen car and the catastrophe was the direct result of a violation of traffic laws.

A car driven by a woman approached the intersection into the boulevard along which the young officer was pursuing the stolen car. Apparently ignoring the boulevard stop sign, and not heeding the officer's siren, the car drove directly into his path. In a desperate effort to avoid it, Robert Ferguson was caught between her bumper and the curb, was hurled from his machine, and received injuries from which he died three days later.

The loss of this young man in the early flower of his splendid youth and promise is irreparable, not only to his heart-broken father, his family, and his wide circle of friends, but to

the corps of men among whom he was an outstanding figure for his intrepid courage, his skill, and his high personal ideals.

At his funeral there was an impressive and touching outpouring of tributes to the love and high honor in which he was held by his superior officers and his mates. Mr. Ferguson, his father, is sustained even in his overwhelming grief by the realization that he has given to the world a son whose life has been so rich in those gifts that the world needs most, courage and fidelity, a heart full of sunny affection for his fellow men, a character formed in the highest ideals of personal conduct.

Robert Ferguson met a hero's death no less, even rather far more, than the soldiers whom we rightly honor, fallen on the battlefield. In these years of sad disillusion that have followed the Great War how many hearts have asked what gain it was, that great harvest of early death; what gain was ever won by war to compensate its grim and awful toll. But we are today in the midst of a war more terrible, more inevitable, more far-reaching in its toll of life, even than that Great War whose scars are still unhealed.

For the unhindered genius of man, outrunning his measure of self-discipline, has let loose upon us powers more terrifying even than that fabled "Hun" of 1914. We are all uneasily aware of a sense of impending catastrophe in a world in which we have learned to harness and handle power far faster than we have learned to train and discipline ourselves for its safe and beneficent use. And of all these new creations of unlimited power for use and for abuse, the automobile in the life of today is the most potent in its great enfranchising gifts and the most terrifying in its menace.

The problem of traffic control is in fact a great war, inevitable, inexorable in its toll, and in the forefront of the battle are such men as Robert Ferguson, who died to make life safe for you and for me. Who is the enemy? Who indeed but you and me? You and I, and the young people who are growing up in our hands today, tomorrow on the highway, their foot upon the throttle of an engine of terrible power for destruction.

If we teachers and parents fail to do our part in teaching children respect for our laws, self-control, and self-discipline, the battle is lost. The young woman who saw the boulevard stop sign, but took a chance—was no "Hun" at heart, but did her fatal work no less completely. Who had failed to teach her that laws must be obeyed?

The death of this splendid lad brought home to us closely by our sympathy for his father, who is one of us, should shock us into sober realization of our vital part as teachers in this war we have let loose upon ourselves. If, through our grief in this tragedy, we are stirred to new efforts in our task of teaching obedience and self-discipline, Robert Ferguson will not have died in vain.—*Irmagarde Richards.*

A three-acre playground has been set aside for use of Chinese children of Los Angeles. Parents and children cleared the lot, and the playground department installed playground equipment, including a swimming pool. The children attend public schools during the day, and in the evening receive instruction in Chinese language schools.

George T. Berry, principal of the Biggs High School, Biggs, Cal., has been elected president of the Butte County Board of Education.

George Hudson Merideth has been elected Assistant City Superintendent of Schools, Pasadena, Cal. He was recommended to the position by the Superintendent, John A. Sexson. Mr. Merideth was given the new position in recognition of his recent work in drawing up the curricula for the secondary schools.

Information published in our June issue, gleaned from an early edition of a Los Angeles newspaper, which stated that the Los Angeles school bonds of some $29,000,000 were winning by a vote of three to one, proved incorrect. For when all the votes were counted it was found that the bond issue had been lost. Less than a two-thirds majority was in favor of the new bonds.

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NEWS AND COMMENTS

By HARR WAGNER

EFFICIENCY is a much-abused word. It is, however, the best word to express the need of greater economy in the use of school time. We understand that there are some high school principals that take three or four days in order to get the students organized in regular class work. It is hard to understand and appreciate the time required to complete the average pupil's education. There is a lack of efficiency somewhere. School work should be more carefully organized. We know of high schools—for instance, the Jefferson Union High School—where James Ferguson, the principal, had his school organized and ready for recitations the opening day. It is a great accomplishment to have administrative ability. It is one of the great essentials in the life of a school principal. In fact, efficiency in administration, which interpreted means discipline in the classroom teacher, is just as essential as high-grade credentials. Let us emphasize more and more the technique of efficiency in administrators, and not take too much for granted.

VOTE FOR CONSTITUTIONAL AMENDMENT No. 6, on the ballot. This is the measure so ably advocated by State Superintendent William John Cooper. If this amendment is carried it will be a very definite step forward in school administration in California.

THE DEPARTMENT OF RURAL EDUCATION, edited by Helen Heffernan, chief, division of rural education of the Department of Education, State of California, in the August issue of this *Journal*, has created much favorable comment. The rural supervisors, teachers, school trustees, and everybody interested in schools needs such material. The rural schools must be brought up by progressive steps to the highest possible standards. California leads the United States in its rural schools.

THE DEPARTMENT OF EDUCATION of San Francisco is issuing a series of handbooks for teachers engaged in the work of "Americanization," "Correction of Speech Defects," and "Conservation of Vision." This work is done under the immediate supervision of Mary F. FitzGerald, Deputy Superintendent of Schools. These publications are of very great value and will be of service to other departments.

WILLIAM G. CARR, director of research, California Teachers Association, has made a very careful and scientific analysis of the California Taxpayers Association survey of San Diego County. His interpretation of facts under "Unfair Procedure, and Misinterpretation" is sound. Mr. Carr is adding a splendid service to the C. T. A., and his work will bring excellent results.

THE RADIO, the phonograph, the piano, the saxophone, and other mechanical devices have contributed to a decline in the art of conversation. Who can be wise, witty, or sparkle with repartee in the presence of the announcer who says: "We will now listen . . ." The radio is a wonderful contribution to the man or woman in solitude, or to a group of people who have talked "over much." In addition thereto it has great educational value, but it does not contribute to the art of conversation. Ethel Cotton who conducts a Studio of Expression in San Francisco, has decided that the art of conversation should be restored. She has therefore arranged for a cultural conversation course, beginning with a "free-for-all talk" on Monday evening, September 17, at 8 o'clock in the Western Women's Club Building, 609 Sutter Street, San Francisco. Here is an opportunity. Do you want to talk like a philosopher, and be a Bronson Alcott, an Emerson, a Thoreau, a Joaquin Miller a W. H. Mills, a Thomas Carlyle, a Disraeli? Then study the art of conversation as illustrated in fascinating literary and scientific gossip of these great gossipers. There is no art so charming, so useful, so elevating, as the art of the man or woman who has the ability to say things well.

W. S. BRISCOE, principal of the Chabot School, is one of the new principals in the Oakland school system. Mr. Briscoe comes from the University of Idaho and was formerly high school principal and Assistant Superintendent of Elementary Schools in Kellogg, Idaho. He came to California last year, taking his M. A. at Stanford University.

The Chabot School is one of the splendid new school buildings that Oakland has been putting up in accordance with its building program. It opened last fall with an enrollment of 434 children and eleven teachers. One of the first outside interests was the organization of a "Dad's Club" with fifty enthusiastic paternal parents turning out for the first meeting. It was the eleventh section of the "Fathers' Association" to be formed in the City of Oakland.

The Chabot School won both the first and second prize in the poster competition, offered by the Latham Foundation for the Promotion of Humane Education.

MAYOR JAMES ROLPH, JR., has appointed W. F. Benedict of the executive staff of the Chamber of Commerce as a member of the Board of Education of San Francisco. Mr. Benedict is thoroughly familiar with all branches of the municipal government and is especially well qualified in school finances and administration. He will not be a rubber stamp member of the board, and neither will he initiate educational policies, which is the function of the Superintendent of Schools and his deputies.

Goethe, the History of a Man

By EMIL LUDWIG. G. P. Putnam's Sons, Publishers. Price $5.

THIS INTIMATE BIOGRAPHY of one of the most important men in the world of literature is a distinct achievement both for the author and publisher. The book is divided into three parts: Part I — Genius and Daemon; Part II — The Earth Spirit; Part III — Tragic Victory.

The text is aptly illustrated with quotations from Goethe's poetry, letters, prose, and the reproduction of various portraits of the author from sixteen years of age to eighty.

Ludwig in this biography, as in that of Napoleon, writes in a novel and fascinating way, showing the influence of women on Goethe's career as a man and as a writer. He presents a dramatic picture of the career and personality of Goethe.

There are enough quotations and sayings of Goethe scattered throughout the 642 pages to make the book almost source material. There is enough at least to make a very interesting background for Ludwig's interpretation. The average reader does not have the source material either in the German or translated to get the real enjoyment from Ludwig's running comment. The insertion, therefore, of orignal material has a very definite and informational place in the book. Ludwig's interpretations are very stimulating, and whether you agree or not,

you are given the evidence in such a way that the real Goethe is ever before you on the printed page.

An illustration of the lucid way in which the various events of his life are treated, is Goethe's final passing. It has always been quoted that Goethe's last words were "More light." Ludwig, in writing of the closing scene, gives Goethe's words as "Please open the shutters so that more light may come in," and his last words were: "Come my daughterling and give me your little hand."

Here is a thrilling history of the great achievements of a great personality—not as a builder of empires, not as a warrior, but as a spirit—a genius—and a man among men.

A UNIVERSITY OF PRACTICAL EXPERIENCE

The twentieth year of Miss Caroline S. Swope's summer sessions this summer was a marvelous vindication of the theory that has been dominating her work during the last quarter of a century, through an increase of 33⅓ per cent in enrollment over last year. Miss Swope believes that every teacher, degreed or not, needs and desires knowledge of the way to put actual knowledge across to the pupil in the classroom. The fact that in most training schools for teachers so much time is spent upon theory and in the working for units for degrees has made for the success of her school. Miss Swope in no way decries the modern tendency of requiring A.B. and M.A. degrees for teachers for preparation in the profession of teaching, in fact, she approves of the movement, but she does believe that more than units and degrees are needed, and that is, the knowledge of how to get the learning across to the student.

In accomplishing her purpose Miss Swope has gathered together a faculty of eighteen master teachers. Numbered among these teachers are Miss Madilene Veverka, head supervisor, kindergarten–primary department of the Los Angeles city schools; Miss Helen Heffernan, chief, division of rural education, State of California; Miss Ellen B. Sullivan, assistant professor of psychology, University of California at Los Angeles; Mrs. Lucy E. Sanchez, girls' vice principal, Le Conte Junior High School, Los Angeles; Mrs. Ethel S. Ward, rural supervisor of Shasta County, California; Miss Margaret R. Martin, director of music, Colonial School, Long Beach, Cal.; Miss Elizabeth E. Keppie, director of dramatics and speech in the Pasadena High School and Junior College; Miss Abbie R Wendling, art teacher in the John Burroughs Junior High School, Los Angeles; Miss Florence Ward Carville, teacher in the Luther Burbank Junior High School, Los Angeles; Mrs. Cora Merry, supervisor of music in the elementary grades and junior high schools, Riverside, Cal.; Miss Bertha H. Breckenfeld, head supervisor, primary manual arts department, Los Angeles city schools; Miss Edna Armstrong, instructor in handwork in the Los Angeles city schools; Miss Roxana Byfield, primary teacher in the Garvey District, Los Angeles County; R. E. Wiatt, head supervisor of penmanship, Los Angeles city schools; Mrs. Lily Whitaker, primary teacher, Berkeley schools; Miss Winifred Van Hagen, chief of Bureau of Physical Education for Girls, State of California; Miss Helen S. Gass, assistant supervisor of physical education, elementary schools, Long Beach; Miss Helen Byfield, teacher in the San Marino city schools, Los Angeles County.

Subjects presented by the above listed faculty govern the key subjects of the elementary and junior high schools. Miss Caroline S. Swope gives a course in "Problems of Supervision, Class Room Management, and Methods in Elementary Subjects." Miss Helen Heffernan lectures on the problems of rural education. Miss Veverka in her work handles primary education, growth, and development of the child, special course in reading, Americanization, or citizenship. Educational psychology, history, geography, creative music, story telling and speech, fine arts, methods in school music, industrial arts, methods in arithmetic, penmanship, reading, physical education, and folk dancing are other courses available at this school.

This is the fifth year that Miss Swope has standardized her school by having two intensive training sessions of three weeks each. The first session was held in the high school building at Santa Cruz from July 2 to July 20. The second session occurred in the southern part of the state at Long Beach in the George Washington Junior High School from July 30 to August 17. Last year at Santa Cruz the number enrolled was 290; this year 425; at Long Beach last years' students were 413 against 538 for this year. Total enrollment increased from 603 teachers to 963—a marvelous growth due largely to word-of-mouth advertising.

The growth of Miss Swope's summer school has been one of the outstanding educational accomplishments in the history of education in the West. Some twenty-five years ago in Riverside, under the inspiration of Edward Hyatt, then County Superintendent of Schools, Miss Swope started training classes for teachers in a small way. Twenty years ago this year Miss Swope commenced her present plan of organization of having two sessions, one in the northern part of the state and the other in the southern portion. In the north, Berkeley, Sacramento, and Santa Cruz have been places of meeting; in the south, Los Angeles, Riverside, Huntington Beach, and finally Long Beach have been chosen. Commencing with an enrollment of forty students, Miss Swope this last year, with 963 enrolled, reached the greatest number ever registered at her school. From the very beginning there has always been an increase in enrollment, though the greatest advance has been made in the last five years. With a school approaching the one thousand mark, Miss Swope is seriously considering building a school plant that will be built to carry out the ideas which she has been fostering.

During the last fourteen years Miss Swope has devoted her whole time to working up material for her six weeks of intensive work. In addition she has two assistants employed the whole year in preparation for the summer session — G. J. Leonard, registrar and secretary, and F. J. Welch, clerk of supplies.

Equipment of the school is carried by truck from one session to the next. Exhibits of school work have always been a feature of Miss Swope's school. Of exhibit rooms there are two devoted to twenty-five sand tables, two rooms are given for book review displays, and sixteen rooms are used for classrooms in addition to the auditorium. Every teacher enrolled in the full course gets a set of pamphlets of outlines of the courses. Eight hundred sets of 8800 books were handed out this year by Mr. Welch, clerk of supplies.

The value of Miss Swope's work is seen in the universal praise of the teachers taking the course. The teachers feel that they are getting material that they actually can put into classroom practice. The modern teacher, if anything, is interested in her work and she is avidly desirous of acquiring knowledge of anything that will make her a better teacher. The faculty members enjoy their labors, for with teachers keenly alive and appreciative, more is accomplished in three weeks than is ordinarily done in six or more weeks. The heart-to-heart talks of Miss Swope's, her desire of getting acquainted with every teacher in her school, her aim of seeing that the teacher gets the help she is looking for, and her humanness have made Miss Swope a real friend to thousands of teachers during the past twenty years.

AMERICANIZING CALIFORNIA MEXICANS

Enrollment of Mexicans for part-time instruction in the Americanization department of Santa Paula, Cal., Union High School increased from 830 in 1925–26 to 1100 in 1926–27. The range in age of students was from 16 to 60, and more than 36 per cent of those enrolled were women. Attendance, however, in both day and evening part-time classes is very irregular, making the cost of maintenance high as compared with other schools. The average daily attendance last year was only forty, yet two full-time teachers and from six to twelve assisting teachers are required for them. The cost of maintenance of the work in 1926–27 was about $240 per Mexican in average daily attendance, or 3.68 times the amount spent per capita of average daily attendance in the elementary schools, and 1.3 times the high school costs.—*School Life.*

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Moving Pictures

AT THE West Baden conference of the American Library Association, Mrs. J. Wells Smith, member of the board of trustees of the Los Angeles Public Library, read a paper on "Moving Pictures," written by Milton J. Ferguson, librarian, California State Library, from which the following excerpts have been made.

In the beginning Mr. Ferguson disclaimed any intention of relating anything concerning the famous colony at Hollywood; of giving advice on how to become an extra or a star; of hinting as to the best method of approach to Charlie Chaplin, Mary Pickford, or Ben Turpin; or of advising what to do with the millions resulting from the sale of script or scenario.

When the libraries of California entered upon their program of development they early found demand for other and more varied things than books. Study clubs interested in pictorial art wished to visualize the great masterpieces with reproductions larger and more accurate than those found in books.

The State Library felt that here was a branch of service which it might profitably enter upon and bought quite a collection of colored reproductions of great paintings. They are mainly Medici prints and Berlin photographic goods. Tar board faced with buckram is used to mat the pictures and reasonably protects them from contact with one another in shipment as well as preparing them for exhibition as soon as they are unpacked.

The public and county librarians to a large extent make the contact between the State Library and the people who are interested in art. In Lassen County, two hundred miles from Sacramento beyond the mountains, the county librarian has conducted for five years an art study club and has borrowed many pictures from the State Library.

One county librarian tried the experiment of taking thirty fine prints to five farm center meetings. She was agreeably surprised at the readiness with which farmers and farmers' wives listened to her talk and the eagerness with which they viewed the pictures.

Under the chairmanship of the librarian of the Solano County Library, architecture, sculpture, and painting were studied by a women's club and all were made vivid by pictures owned by the county library.

In Yolo County, with the Perry pictures as a basis, supplemented with larger and more important prints, the county librarian at little expense, but with considerable ingenuity, has had fine success in interesting school children in art subjects.

In Los Angeles County, as a division of the school department, visual education is promoted on an ambitious plan.

Libraries, little and big, have long been gathering pictures of all sorts. Many of our schools have joined county libraries and received pictures for classroom use, and in some instances to adorn the walls. If the same picture hangs on the wall indefinitely it results in a familiarity which either makes it as if it were not or creates distaste for it. This deadly monotony is relieved in some schools by a succession of pictures being displayed during the school term in frames with removable backs.

Many county libraries furnish schools with stereographs as illustrative material in the study of geography, history, nature, customs, peoples, and industries.

One or two other influences which help keep interest in art alive are the California Society of Etchers with its exhibits in San Francisco and the Printmakers Society of California with its shows in Los Angeles and its traveling exhibits reaching every corner of the state. These exhibits are often handled by libraries. Thus etchings, woodcuts, and lithographs are brought to those who live far away from large cities and galleries.

In the new State Library Building is a large and beautiful room fully equipped for both the safe storage of prints and also their exhibit under most fitting conditions. This collection has been made most quietly and persistently during the past ten years. It has as a backbone the work of the graphic artists from Durer to the present time. Many great names are represented. Special thought has been given to the acquisition of the work of Western artists.

Mr. Ferguson closed his paper with a picture familiar to the great traveling public: "Those of you who have viewed our great continent from a Pullman car window and have noted architectural atrocities, farmyards of rusting machinery, weed-choked fence corners, slashed and burned-over forest areas, must agree that America needs an awakening of its sleeping artistic soul. May we as librarians hope to be a small but persistent alarm clock in that endeavor."

How We Serve Our Community

[Abstract of an address on "How We Serve Our Community," by Mrs. Julia G. Babcock, librarian, Kern County Free Library, Bakersfield, Cal. Presented before the County Libraries Section of the American Library Association at West Baden, Ind., during its fiftieth annual conference, May 28 to June 2, 1928.]

THROUGH 238 distributing points of varying types, from the large, well-equipped branch library to the small collection of books in the little community, Kern County Free Library serves the people of the county and of the city.

The reference questions of Bakersfield folk and of all Kern County are answered by a specialist who can be seen at any hour of the day in conference with a questioner or running back and forth with a bunch of special requests in his hand, consulting this reference book or that, gathering the information from magazines or books, calling in the book which has the bad taste to be out, or sending a request to the State Library for the book which may not be in the county library. Speeding on their way daily go these books or pamphlets containing desired information or excerpts typed from them when the book itself cannot be loaned. Debate material for the local high school is placed on special shelves reserved for the purpose, or is sent to a high school thirty or forty miles away.

Kern County Library was the first of the county libraries in California to secure the services of a trained and experienced children's librarian for work with the boys and girls of the entire county. This librarian has kept abreast of the best in children's literature, and has made the selection of books for purchase for this department of the library. She has prepared graded lists for the use of the schools and of parents. Story hours are held at headquarters at stated times and at branches as often as they can be arranged for. Classes of seventh and eighth-grade pupils

come to the boys and girls' library for lessons in "How to Use a Library."

All of the schools of the county, except Taft, and all of those in the city are served by the county library. For all these schools we provide all the supplementary books required by the course of study, books for home reading, desk and professional books for the teachers, maps and globes, large dictionaries for schoolroom use and small ones for desk use, stereographs and stereoscopes, music records for the teaching of music appreciation, pictorial films and a lantern if desired, as these are of special value in teaching geography and natural history. Anything which the school needs which can be furnished by the library is given.

The library has a growing picture collection of reproductions in color or in black and white of the masters, photographs of wild flowers tinted in their natural colors, prints, and lithographs.

In eight towns branch library buildings have been erected from county library funds, upon lots acquired by the community and deeded to the Board of Supervisors. The first one of these buildings was a frame one of the so-called portable type costing $800. This was erected in the oil fields where all the buildings are of similar construction. All the other buildings are of fireproof construction. Three other communities are now waiting with lots on their hands ready to turn over to the county as soon as the Board of Supervisors grants favorable action on that part of the county library budget which includes branch buildings. In the city of Bakersfield there are two buildings which are used by the county library in addition to its headquarters.

Meeting of California School Library Association, Northern Section

The Northern Section of the California School Library Association held its spring meeting at Stanford Union, Palo Alto, on Saturday, May 19, with Dorothy Clark presiding.

Elizabeth Patton, Garfield Junior High School, Berkeley, chairman of the committee on publicity, outlined plans for publicity.

Following the plan of publishing a California School Library Yearbook as adopted at the C. S. L. A. state meeting in Fresno last November, Mrs. Elizabeth Madison, director of school libraries, Oakland, editor of the yearbook, reported on the progress of the work. A list of the yearbook committees was given to each one present, and an enthusiastic discussion of this work followed. Miss Marian Gwinn and Miss Katherine Folger of the C. S. L. A., Southern Section, are associate editors.

Joy Belle Jackson, San Jose State Teachers College, gave an interesting report of the C. L. A. conference at Riverside, and Katherine D. Steele, San Mateo Junior College Library, reported briefly on the junior college library luncheon at Riverside.

The recently adopted membership cards were given out.

Following the morning session luncheon was served. Mrs. Leslie Connor Williams from Castilleja School, Palo Alto, and William G. Carr, research director of the California Teachers Association were the luncheon guests. Mrs. Williams very interestingly reviewed several of the new books and discussed adult education for small groups.

At the afternoon session Joyce Backus, librarian of San Jose State Teachers College, told of the courses this college has planned to include in its new department of library science for 1928–1929. A general discussion of this important topic and of many others of interest to school librarians closed a very successful meeting.

Board of directors of C. S. L. A., Northern Section: President, Dorothy Clark, Fremont High School, Oakland; vice president, Mary Mooney, director of school libraries, San Francisco; secretary, Gladys English, Piedmont High School; treasurer, Myra Hoge, Palo Alto Union High School; past president, Elizabeth Patton, Garfield Junior High School, Berkeley.

Notes

Frances Stockebrand, who resigned as librarian of Siskiyou County Free Library, was married on June 2 to Herbert G. Helm of Concord. Mr. and Mrs. Helm left early in June for the Orient.

Miss Mary Harris, formerly head of the branch department of the Fresno County Free Library, but recently assisting in library extension work in Louisiana, has been appointed county librarian of Siskiyou County.

England's Jubilee Year annual report contains much information that is of interest to librarians in America. Adult education, county libraries, the London School of Librarianship, and the National Library for the Blind are among the big points of interest.

Miss Edith M. Coulter, reference librarian, University of California Library, and assistant professor, School of Librarianship, Berkeley, was one of the five members elected to the council of the American Library Association.

An institute on the administration of elementary school libraries will be held July 9 to 21, inclusive, at the University of Minnesota. It will be conducted as a part of the regular summer session under the direct charge of the College of Education in coöperation with the Association of Elementary School Principals. Among those assisting in giving the course are Lucile F. Fargo, formerly in the Los Angeles County Library, but now on the staff of the A. L. A., and Arthur S. Gist, president of the Association of Elementary School Principals of Oakland.

The summer course in school library work, June 25 to August 3, which is being given by the State Teachers College at San Jose, has had a most auspicious beginning.

Miss Wilhelmina Harper, who was head of the children's department of the Kern County Free Library for seven years, resigned her position recently to embark upon an original career as consulting children's librarian. Miss Harper will also devote time to the compilation of children's books. Publishers have already accepted twelve volumes of her compilations.

During the last few weeks the county library organizer has visited the county libraries of San Mateo, Santa Clara, San Benito, Monterey, Butte, Colusa, and Sutter counties. Many interesting and thriving county library branches were included in the visits.

R. N. Brown, supervisor of vocational agriculture in the high school, Watsonville, Cal., has resigned from the position to become a representative of the W. S. Quarrie Book Company. It is reported that Martin Thorstensen of the Watsonville High School has been appointed to fill the vacancy created by Mr. Brown's resignation.

New classroom units are to be added to the high schools in Shafter and McFarland, Kern County, California.

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ABOUT BOOKS

THE LANDS OF THE SUN, A Book About California, by Mary Austin: Those who have read Mary Austin's books, particularly "The Land of Little Rain," need no urging to read another book concerning California written by that understanding author. Mary Austin writes in simple, artistic, and colorful style. She knows and loves California. Her descriptions and facts leave one glowing with appreciation. Regarding California, in her introduction, the author states that "slightly as I knew the form and frame of that country—the great interior oval between the curving ranges, the broken ranks of hills trailing east and south—it was always geographically complete for me . . . Always peculiarly susceptible to the rhythmic constitution of the landscape, there was seldom an hour when I could not turn from all my poor affairs to the living shape and pulse of the land as to some refulgent personality." This volume concerns the California of the past more than the present; it concerns the portion of country from Monterey south more than other portions; it derives its name from an old Spanish proverb. One who wishes to turn the pages of time backward and dwell in the beautiful "land of the sun" has but to read this book. The illustrations, pen and ink lines, are simplicity itself, and the artist, E. Boyd Smith, has caught the magic of Mrs. Austin's work. (Houghton Mifflin Company, 612 Howard Street, San Francisco, Cal. Price $3.)

THE PATHWAY TO READING, Seventh and Eighth Grades, by Coleman, Uhl, and Hosic: These books deserve recognition, not merely on account of the many interesting narratives outlined, but from the fact that they deal in many instances with modern achievements which have now become matters of historical and scientific record, some of these having taken place within the lifetime of pupils of this grade. This is particularly true of the "First Nonstop Flight Across the Atlantic" and "Lindbergh Flies Alone." The classification of the various subjects under separate headings is worthy of comment, and the interest displayed by the pupils in the different selections will readily give the teacher an insight into the channel along which each student's mind runs. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)—*M. S.*

CIVICS, State, National, and Community, for use in Wyoming public schools, by Grace Raymond Hebard: This volume, which is most practical, is a revision of a former successful book by the same author. The book has been adopted for use by the State of Wyoming. However, it contains community and national civic material which is of interest to any community. (C. F. Weber Company, 601 Mission Street, San Francisco. Price $1.25.)

THE BEHAVIOR OF YOUNG CHILDREN OF THE SAME FAMILY, by Blanche C. Weill: The author of this valuable study has investigated the hypothesis that there are as many different environments as there are children in a family, and has done it with such success that one feels another forward step has been made in attacking the problem of child guidance. The cases discussed are taken largely from the records of habit clinics, and the author has come to the conclusion that the existing family conditions at the time of birth and the early life of each child create for him his special environment. This, she demonstrates, is sufficient to account for the differences found in the children of the same family. Furthermore the book is replete with observations and suggestions that will prove of value to all workers and students in child psychology. Taken all in all, I regard this study as the most important investigation that has recently been published concerning the understanding and training of children. (Harvard University Press, Cambridge, Mass. Price $3.) *(Reviewed by Lillien J. Martin, Ph.D.)*

MY FIRST NUMBER BOOK, for Grades One and Two, by C. L. Thiele, Irene Sauble, and Nettie Oglesby; illustrated by Margaret Iannelli: Of large type, attractive illustrations, attractive makeup, this small volume for beginners looks more like a reader of interesting games and reading than an arithmetic book. Perhaps children who study from such a volume as this will regard number work as something else besides the bugbear that those who have studied from "just plain books" might regard it! (Rand, McNally Company, 536 South Clark Street, Chicago, Ill.)

HOW TO MAKE LINOLEUM BLOCKS, by Curtiss Sprague: This is said to be "the most complete and instructive book" on this subject. It is a handbook for teachers, art students, letterers, and engravers. The book is beautifully illustrated. (Bridgman Publishers, Pelham, New York. Price $1.)

THE MUSIC HOUR, Second Book, by Osbourne McConathy, W. Otto Miessner, Edward Bailey Birge, and Mabel E. Bray: This is the second book of a new music series; the remaining books, third, fourth, and fifth, together with teachers' manual, are in preparation. Material both old and new and colored illustrations are included. (Silver, Burdett & Co., 39 Division Street, Newark, N. J. Price 76 cents.)

SANGREN–WOODY READING TESTS, by Paul V. Sangren and Clifford Woody. (World Book Company, Yonkers-On-Hudson, N. Y.)

A TALE OF SOAP AND WATER, The Historical Progress of Cleanliness, written and illustrated by Grace T. Hallock: The Cleanliness Institute of New York City is pursuing its mission, of which its name is self-explanatory, in one direction, by publishing school texts that children enjoy reading. The latest book off the press is "A Tale of Soap and Water," written for seventh, eighth, and ninth grades. The content is the historical progress of cleanliness and sanitation through the ages. The stories trace the history of peoples of long ago—six thousand years back. The story of soap and water touches Hebrews, Romans, and Greeks. It touches great peoples of the Middle Ages. It reaches the American Indians. It unfolds upon us in hygiene and sanitation today. *A limited number of these books are available free for school use.* (School Department, Cleanliness Institute, 45 East Seventeenth Street, New York.)

TYPES OF WORLD TRAGEDY, edited by Robert Metcalf Smith: This is one of a new series of books. This new series marks a definite departure from the usual method of presenting the subject. Instead of confining the study to many plays by one author, or to one period, the editor presents for study and analysis the outstanding dramas of many countries. The World Drama Series emphasizes the qualities of permanent interest which make the dramas masterpieces. In the selection of material,

Professor Smith has judged the subject-matter by literary and critical values and stressed the importance of studying the plays from this standpoint rather than from the purely historical point of view which has been taken only when necessary to the proper understanding of the dramas themselves. (Prentice-Hall, Incorporated, 70 Fifth Avenue, New York. Price, each, $1.65.)

The Improvement of Reading, by Arthur I. Gates, professor of educational psychology, Teachers College, New York: This volume approaches its subject scientifically. It is a program of diagnostic and remedial measures. It is a large book of over four hundred pages. It presents a detached account of a system of measuring achievements, diagnosing difficulties, and conducting instructions in reading, and is the result of eight years' research. The tests have a diagnostic significance. It is the most important book of the kind yet published, and teachers, supervisors, and others will find here a book of interest on the subject of "The Improvement of Reading." (Macmillan Company, 350 Mission Street, San Francisco, Cal., and New York City.)—*H. W.*

Stenographic Reports of Elementary School Lessons, prepared by the efficiency committee of the central division of the Illinois State Teachers Association. (Public School Publishing Company, Bloomington, Ill.)

EDNAH AIKEN'S THIRD NOVEL

Love and I—*A Novel, by Ednah Aiken. Dodd, Mead & Co. Price $2.*

Ednah Aiken, the author of this attractive novel, has several interesting books to her credit. "The Hinges of Custom" and "If To-day Be Sweet" are two of her fascinating titles. Mrs. Aiken has an interesting literary environment. She initiated a fine group of writers in the Sequoia Club and later was identified with the *Sunset Magazine.*

In "Love and I," she took the title from Edwin Markham's poem "Outwitted"—

"He drew a circle that shut me out,
Heretic, rebel, a thing to flout;
But love and I had the wit to win,
We drew a circle that took him in."

The principal characters are Warren Gaunt, Marcia Robbins, and Crystal Wayman. There are many other characters, including "Happy" and Jack and Jill, and Martino. The plot is based on the shooting of Robbins, the husband of Marcia, and the strained relationship between Marcia and Crystal and the development of the love of Warren Gaunt for Crystal.

There are many characters, scenes, and conversations in which subtle philosophy, shrewd repartee, and fundamental truths of human life are emphasized. Ednah Aiken, in telling the story, has developed a style particularly her own. The publisher states in his announcement that the story is "told with a masterly technique."

The descriptive writing of the Peninsula and other points of local interest is unusually accurate. Even when the Italian describes parties and places abroad, the reader realizes that the author must have seen the pictures and places described. Just as Ednah Aiken has seen the color and beauty, the light and shade of the tawny hills of California, she has lived some of the emotions and the intellectual activities she portrays in the novel "Love and I." The book should have a large sale.—*Harr Wagner, in "Overland Monthly."*

To Teachers

The Blackstone Hotel, 340 O'Farrell Street, has been transferred to Mrs. Louise Thomas, who opened it six years ago. The spacious lobby has been artistically redecorated and beautified with new chandeliers, colorful floor lamps, pretty draperies, and other improvements.

Leslie McAuliff, manager of the Paramount Apartments, 571 Geary Street, is the new manager of the Blackstone. Himself a university graduate and former school trustee at Porterville, Cal., McAuliff has issued a special invitation to school people to visit the Blackstone. For several years he was editor of the Porterville *Daily Recorder.*

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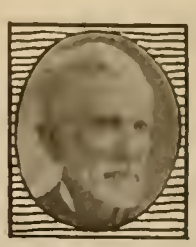

AUGUST, 1928

Herbert L. Healy

Recently appointed Superintendent of Schools, Kern County, Cal.

(See page 13)

SPECIAL FEATURES

SOURCE MATERIAL FOR ADMISSION DAY IN CALIFORNIA. (See page 3.)

DEPARTMENT OF RURAL EDUCATION, conducted by Helen Heffernan, Chief, Division of Rural Education of the State of California, begins in this issue. (See page 8.)

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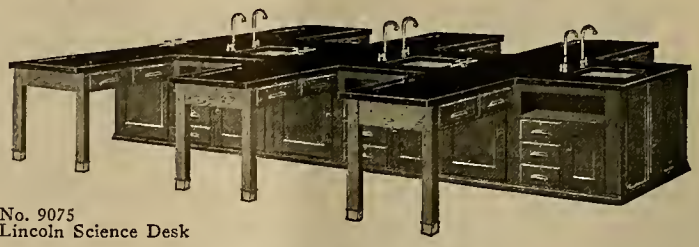

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SOURCE MATERIAL FOR ADMISSION DAY IN CALIFORNIA

CALIFORNIA was admitted as the thirty-first state in the Union on September 9, 1850. Millard Fillmore was President of the United States and signed the bill.

There were 150 votes in the House of Representatives for the measure and fifty-six votes against it. In the United States Senate, the question of the admission of California into the Union was bitterly opposed on account of the question of slavery.

WILLIAM H. SEWARD: "California ought to be admitted at once; California comes from that clime where the West dies away into the rising East; California, which bounds the empire and the continent; California, the youthful queen of the Pacific, in robes of freedom, inlaid with gold, is doubly welcome! She stands justified for all the irregularities in her method of coming.

"The Stars and Stripes should wave over its ports, or it will raise aloft a banner for itself. It would be no mean ambition if it became necessary for its own protection to found an independent nation on the Pacific."

DANIEL WEBSTER: "I believe in the Spartan maxim, 'Improve, adorn what you have; seek no further.' . . .

"You might as well talk of a planet withdrawing from the solar system without convulsion as to talk of peaceable secession.

"The Union, which has been so hard to form, has linked together the destinies of all parts of the country, and has made a great nation, because it is a united nation, with a common name, and a common flag, and a common patriotism. It has conferred upon the South no less than upon the North great blessings.

"There may be violence; there may be revolution; the great dead may be disturbed in their graves. All this is possible, but not peaceable secession. The Union is one; it is a complete whole. It is bounded, like the buckler of Achilles, on either side by the ocean."

HENRY CLAY: "Coming from a slave state, as I do, I owe it to myself, I owe it to truth, I owe it to the subject, to state that no earthly power could induce me to vote for a specific measure for the introduction of slavery where it had not before existed, either south or north of that (Missouri Compromise) line; coming, as I do, from a slave state, it is my solemn, deliberate, and well-matured determination that no power—no earthly power—shall compel me to vote for the positive introduction of slavery, either south or north of that line."

JEFFERSON DAVIS: "Never will I take less than the Missouri Compromise line extended to the Pacific Ocean, with the specific recognition of the right to hold slaves in the territory below that line, and that before such territories are admitted into the Union as states, slaves may be taken there from any of the United States, at the option of the owners."

The first convention was held in Colton Hall, Monterey, September 1, 1849.

The first Legislature was convened at San Jose in December, 1849. Peter Burnett was chosen Governor and John C. Frémont and W. H. Gwin were selected United States Senators.

Naming of Twenty-seven Counties of California by the First Legislature

When the first Legislature was assembled a committee was appointed to report the derivation and meaning of the twenty-seven original counties of California then existing as subdivided by the Legislature. General Vallejo was made the head of this committee. He did the work thoroughly and gained useful information. Some of the facts gathered by General Vallejo throw a light upon the "whys and wherefores" in these counties. The names are of Indian and Spanish derivations.

LOS ANGELES COUNTY is named for Los Angeles, the "City of the Angels," which was founded by order of the viceroy of New Spain in 1781. The county is named for the city.

SAN DIEGO COUNTY, or ST. JAMES, is named after the first mission established at that place in Upper California July 16, 1769. The county gets its name from the city.

SANTA BARBARA was named after its mission, which was placed half way between the missions in Monterey and San Diego.

SAN LUIS OBISPO COUNTY is named after its mission established September 1, 1772, by Junipero Serra and Jose Cavaller.

MONTEREY was named by Viscaino after the Count of Monterey, with perhaps an allusion to the pines, "King of the Forests." These pines are noted for their beauty. Monterey was the official residence of fourteen Governors and for a portion of the time was the capital of California.

SANTA CRUZ, or the "HOLY CROSS," gets its name from the mission on the north side of Monterey Bay.

SAN FRANCISCO: Father Junipero Serra was a Franciscan monk. He named the Mission Dolores, which he founded in 1776, after the founder of his order. The presidio likewise took the name as did the bay and later the little town of Yerba Buena changed its name to San Francisco, making the group complete and all bearing the name of San Francisco.

SANTA CLARA COUNTY: Named after its mission established in January, 1777.

CONTRA COSTA COUNTY: Meaning opposite coast. The county is across the bay eastward from San Francisco. It was almost called Diablo, devil, after the mountain which rises in its center and which was so called from a story the Indians told of evil spirits haunting the place.

MARIN COUNTY was named after the chief of an unfriendly tribe of Indians. These Indians attacked an exploring party in 1815. Marin was captured, but he escaped. He took refuge in some islands at the mouth of San Rafael Inlet and these have since been called Marin Islands. Marin died at San Rafael Mission in 1834, but the county still bears his name.

SOLANO COUNTY: Sem-Yeto, meaning fierce hand, was the great chief of the Suisun Indians. When he was baptized he

took the name of Solano in honor of Francisco Solano, a missionary. The county which the Suisuns had claimed was named Solano after the Indian chief.

SONOMA COUNTY: Sonoma is the Indian way of saying "valley of the moon." The Indian tribes of that region called their chief Sonoma.

YOLO COUNTY: Derives its name from the Indian word "Yoloy," meaning a region thick with rushes. The tribes owning the tule lands west of the Sacramento were called Yoloy.

NAPA COUNTY: Is named after the Indian tribe which occupied the valley from San Pablo Bay to Mount St. Helena. The tribe was large and caused much trouble until an epidemic of smallpox in 1838 almost wiped it out of existence.

MENDOCINO COUNTY: Named after the cape on the Western coast which was discovered in 1853 and named after Mendoza, the author of the expedition and the viceroy of New Spain.

SACRAMENTO COUNTY: Meaning the Sacrament. The river was first named "Jesus Maria" by Lieutenant Moraga, and its branch was called the Sacramento. The river was later called the Sacramento and its branch the Feather River. Both the county and its capital today bear the name of Sacramento.

EL DORADO COUNTY: So named because gold in paying quantities was first found within its borders.

SUTTER COUNTY: Named after John Augustus Sutter, a native of Switzerland who emigrated to California in 1839. He obtained a grant of land and founded a colony on the east side of the Sacramento. Sutter was closely connected with the history of early California.

YUBA COUNTY: Yuba is a corruption of the word Uva. An exploring party in 1824, on the banks of a tributary of the Feather River, found quantities of wild grapevines growing.

BUTTE COUNTY: Named after the mounds which rise out of the plains east of Sacramento. The Buttes were so named by some hunters of the Hudson Bay Company, whose leader was Michael Laframbeau, in 1829.

COLUSA COUNTY: Indian tribes on the west side of the Sacramento River called themselves by this name.

SHASTA COUNTY: Derives its name from the Indians who lived at the foot of Mount Shasta.

TRINITY: Was named after Trinity Bay, which was discovered on the anniversary of Trinity festival.

CALAVERAS COUNTY: Captain Moraga found many skulls near a creek. He called the creek Calaveras, meaning river of skulls. The county in which the river rises has assumed the name. It is said the skulls were those of Indians killed by a warring tribe when found fishing in their territory.

SAN JOAQUIN COUNTY: Finding a river which rose in the Sierras and emptied in Lake Buena Vista, Lieutenant Moraga in 1813 named the stream San Joaquin, after the legendary father of the Virgin. The river, valley, and county today bear the name of San Joaquin.

TUOLUMNE COUNTY: Comes from the Indian word "talmalaume," meaning a cluster of stone wigwams.

MARIPOSA COUNTY: In 1807 a hunting party camped on a river which had trees growing on the banks. Many butterflies fluttered around the foliage. Mariposa, meaning butterfly, was the name given the river and the county has since been called by that name.

—From "Adventuring in California" by Jessie Heaton Parkinson.

Typical miners and pioneers of the days of '49, Chaffee and Chamberlain, the original characters of Bret Harte's "Tennessee's Partner." Of those days and scenes, Joaquin Miller, California's own great poet, has sung.

"We have worked our claims,
We have spent our gold;
Our barks are astrand on the bars;
We are battered and old,
Yet at night we behold
Outcroppings of gold in the stars.

"Tho' battered and old,
Our hearts are bold,
Yet oft do we repine
For the days of old,
For the days of gold,
For the days of '49."

Poems for Memorizing

CALIFORNIA

ACROSS the San Joaquin's broad reach of vines and waving wheat
The old Sierras toss their gold at fair Los Angeles' feet.
Soft sighs of pine and orange groves woo sea winds from the West,
And over all a spirit broods of romance and unrest.

—*Carrie Stevens Walter.*

CALIFORNIA

SOWN is the golden grain, planted the vines;
Fall swift, O loving rain, lift prayers, O pines;
O green land, O gold land, fair land by the sea,
The trust of thy children reposes in thee.

—*Lillian H. S. Bailey.*

HER POPPIES FLING A CLOTH OF GOLD

HER POPPIES fling a cloth of gold
O'er California's hills—
Fit emblems of the wealth untold
That hill and dale and plain unfold,
Her name the whole world fills.

—*Eliza D. Keith.*

TO CALIFORNIA

THOU, my best beloved! my pride, my boast;
Stretching thy glorious length along the West,
Within the girdle of thy sunlit coast,
From pine to palm, from palm to snowy crest.

—*Charles Warren Stoddard.*

CALIFORNIA

SHE was not born a babe to suckle strength;
A woman, gazing down her land's broad length,
Stepped from the pines out on the fall-brown grass.
The grizzly bear stood back to let her pass,
And Frémont's cannon thundered wide and far—
Old Glory's azure had another star!

—*Madge Morris.*

SAN JOSE EDUCATOR PASSES

MISS ANNE DARLING, who for twenty-nine years acted as Deputy Superintendent of Schools in San Jose, Cal., passed away on August 1, 1928. Miss Darling gave more than forty years of service to the schools of the State of California, and spent thirty-four years in the San Jose School Department.

During her long service in the Superintendent's office her extreme friendliness endeared her to students and employees of the department, and to hundreds of representatives of publishing houses and commercial houses of the state.

Miss Darling was friendly, loyal, coöperative, and through her splendid service made the lives of all those with whom she came in contact just a little richer.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Twenty-seven Mexican teachers from schools of Lower California attended the San Diego Teachers College summer session.

J. W. Lawson has been elected principal of the Escondido Grammar School. Mr. Lawson comes to California from Michigan. This is his first year in educational work in this state. A graduate of the Western State Normal, Mr. Lawson has for five years been principal and Superintendent in the schools of Michigan at Watervliet and Lawton. The Escondido schools have an enrollment of around seven hundred pupils and Mr. Lawson takes charge this year of a plant where a new primary unit was just completed this summer.

Miss Edith C. Hammack, instructor of primary methods at the San Diego State Teachers College, had the greatest enrollment ever registered in her summer session classes this year.

C. R. Deming, general supervisor of the Huntington Park grammar schools, has been placed, by Superintendent Charles L. Johns, in charge of the elementary educational program. Mr. Johns will devote himself, at first, largely to the business side of the Huntington Park grammar school system and to the new building program that is now developing.

The marriage of Miss Flo A. Gantz, the popular and charming county librarian of San Luis Obispo County, to M. F. Dyer, division superintendent of The Pacific Telephone and Telegraph Company, stationed at Salinas, was one of the noted affairs of early summer.

The *Peabody Journal of Education,* George Peabody College for Teachers, Nashville, Tenn., has a very interesting pamphlet for free distribution of "Editorials Concerning Textbooks." Editorials included are titled: The Cost of Textbooks; Experimentation in Textbooks; Teachers and Textbooks; Textbooks and Politics; Standardizing Publishers' Announcements; The Textbook Editor; Raising the Standard of Textbook Promotion.

Mrs. Elzie I. Bozeman, Superintendent of Kings County schools, and H. S. Sessions, general supervisor, are determined this year to keep up the high average in tests shown by the one-teacher school pupils last year.

Superintendent J. E. Buckman of Tulare County, and Mrs. Buckman, accompanied by Miss Alice Butler, rural supervisor of Tulare County, motored this summer to Crater Lake and the Northwest. While in Seattle, both Superintendent Buckman and Miss Butler attended the summer session of the University of Washington.

Miss Josephine Murray has been appointed for this next year to the music supervisorship of Tulare County. Miss Murray was in the same kind of work in Tehama County last year. Superintendent Buckman has also placed Miss Katharine Hamm in charge of tests and measurements in his county.

H. A. Smith, for the last several years principal of the Redlands High School, has been appointed principal of the Orange High School owing to the acceptance by F. A. Henderson of the Burbank School superintendency.

Mrs. Laura Durrell Jones has been District Superintendent of the Duarte schools for the last four years. The system comprises two schools, one for white children, the Duarte School, and one for colored pupils, the Davis School. The Davis School is housed in a new modern building completed this last year. Attending this Davis School are negro pupils, juvenile wards of Los Angeles County who have been placed in homes in Duarte. These pupils add to Mrs. Jones's problems. Ten teachers are employed in the Duarte School and the enrollment is over two hundred students. Mrs. Jones is a graduate of the University of California.

Mrs. Irene H. Bouldin Whitcomb is principal of the Pico School, Los Angeles County. The school has an enrollment of more than 250 pupils, 90 per cent of whom are Mexicans.

F. W. Henselmeier has been appointed District Superintendent of the Ranchito schools, Los Angeles County. Mr. Henselmeier last year was principal of the Elsinore High School. Thomas Cleveland Trengrove, who has been in charge of the Ranchito schools for the last six years, is attending the University of California at Berkeley and is working for an A.B. degree.

Mrs. Margaret Heath, who has taught in Baldwin Park for the last twenty years, was honored by having a new school built and named after her this last year. Mrs. Heath is principal of this school.

J. Hampton Watts, District Superintendent of the Baldwin Park schools, is a graduate of Occidental College of the class of 1923. The Baldwin schools increased over 20 per cent last year in enrollment and the eight hundred pupils then enrolled will be greatly increased this year. This is Mr. Watts's fourth year in Baldwin Park.

The Arcadia grammar schools, under the district superintendency of Robert Bruce Walter, have developed into one of the outstanding systems of Los Angeles County. Arcadia, located at the base of the Sierra Madre Mountains with rolling land covered with beautiful oaks, forty minutes by motor from the heart of Los Angeles, is growing rapidly into a high-class suburban community.

Three schools and nearly seven hundred pupils are enrolled in Arcadia. This last year the new six-room Holly School was occupied by 180 pupils. This school is principaled by Miss Elsie Jane Anderson. In Arcadia the kindergarten is housed in a separate building apart from the other school plants—a circumstance that makes more for the identity of the school.

The tie-up of the school with the activities of the city has been stressed by Mr. Walter. Preschool education is a working unit through a thriving baby clinic that has been established by the help of the County Health Department. From the first day to school age there is educational guidance. Once a week Mrs. Huldah M. Johnson Runkle, school nurse, has a morning set for diagnosis. She is assisted by the health physician of Monrovia and Arcadia, Doctor Jacob W. Furstman. A class in parental education is held under the leadership of Mrs. Henry of Glendale. This class is sponsored by the Monrovia High School District of which Arcadia is a part.

The formation of the Arcadia Citizenship Club for the seventh and eighth grades under the direction of E. E. Westerhouse, vice principal, has been most effective in its influence. Membership is based upon good behavior and scholarship and participation in all school extracurricular and interschool activities are dependent upon membership.

In the presentation of plays Arcadia is doing excellent work under the direction of Miss Mary L. Parmley, who majored in the School of Speech at the University of Southern California. Late presentations have been "Never the Less" by Stuart Walker and "Two Slatterns and a King" by Edna St. Vincent Millay.

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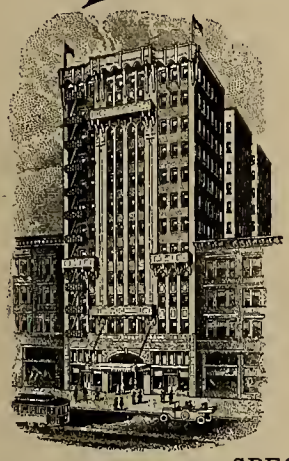

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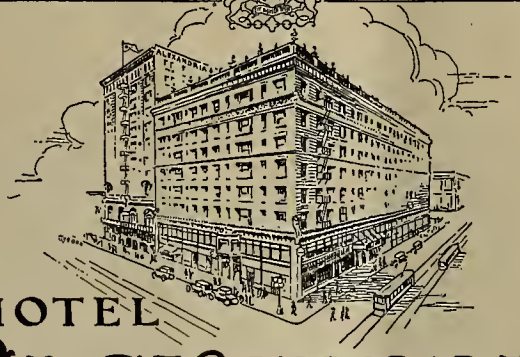

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THE LA CRESCENTIA SCHOOL DISTRICT, located at Montrose, Los Angeles County, has three schools. The schools, under the direction of District Superintendent Guy Aldeen Weakley, care for eight hundred pupils with a teaching corps of thirty-two. In 1921 the school district enrolled eighty-two pupils. This increase of 1000 per cent in eight years shows the growth of the community. Situated in a valley back of Glendale, with beautiful scenic surroundings and within thirty minutes of Los Angeles along newly completed boulevards, Montrose is being built up by homeseekers desiring a country atmosphere. Mr. Weakley is beginning his third year as head of the La Crescentia schools. He is a graduate of Baker University and has done graduate work at the University of Kansas and at the University of Southern California. During his first year in California he was teaching fellow at U. S. C. Previous to coming to California Mr. Weakley was for five years Superintendent of Schools at Princeton in Eastern Kansas.

A bond issue for $39,000 is being expended for new additions and equipment.

DOCTOR A. E. WINSHIP has stated that the most forward step in relation to modern administrative problems has been the late tendency of city boards of education to look within their own school ranks in choosing new Superintendents for their city systems. The recent election of George Melcher to the superintendency of the schools of Kansas City, Mo., is a noted instance of this movement.

Mr. Melcher for fourteen years has been in touch with the educational affairs of Kansas City, Mo. For seven years he was head of the department of research and since 1921 has been Assistant Superintendent in charge of research with administrative duties added.

There is no educator in Kansas City more fitted for the superintendency than Mr. Melcher. He knows his city's problems and he has, during his fourteen years' service, won the esteem and respect of the Kansas City teaching corps. His duties as Assistant Superintendent have made him acquainted with every side of his superintendency. Mr. Melcher accepted the superintendency with the idea of continuing the policy of stressing the fundamentals of education and of giving special attention to health, citizenship, and character and of making all educational work purposeful. Improving the training of students for the vocations is a part of his purposeful program.

WALTER B. CRANE PASSES

WALTER B. CRANE, president of the California State Teachers Association and principal of the Metropolitan High School, Los Angeles, Cal., died recently in San Francisco. He had gone to the bay city to attend a meeting of the directors of the state association.

Mr. Crane had been a member of the Southern California Council of Education, elected by the elementary teachers; a member of the Superintendents' advisory committee, representing the elementary principals, and a member of the executive committee of the Americanization Teachers Association.

CALIFORNIA POLYTECHNIC BUILDS AIRPLANE

THE CALIFORNIA POLYTECHNIC SCHOOL, San Luis Obispo, Cal., holds the distinction of being one of the first schools in the United States, perhaps the first, whose aëronautic students, under expert supervision, successfully designed and built a commercial airplane. This ship, a cabin-type monoplane, made its trial flight in March, 1928. A few days later the plane flew from San Luis Obispo to Long Beach, a distance of two hundred miles by air, carrying six passengers, in one hour and thirty-seven minutes.

The California Polytechnic student-built plane, "Glenmont," was built by a class of thirty young men whose average age was about nineteen years. Their work was done under the supervision of H. G. Warren, head of the aëronautics department, and J. G. Montijo, instructor.

DOCTOR GEORGE MELCHER APPOINTED HEAD OF KANSAS CITY, MO., SCHOOLS

At the regular meeting of the Board of Education of Kansas City, Mo., held June 21, 1928, by unanimous action of the board, Superintendent I. I. Cammack was made Superintendent Emeritus and Doctor George Melcher, Assistant Superintendent, was elected Superintendent. In this matter the board simply followed its precedent of 1913 when Superintendent J. M. Greenwood retired from active service as Superintendent and was made adviser to the Board of Education, and Mr. Cammack, then Assistant Superintendent, was promoted to the first place.

Doctor George Melcher

Doctor George Melcher is a native Missourian, born more than half a century ago in Dade County, Missouri. He was educated in the rural schools of Dade County. He attended Ozark College, Odessa College, Drury College, Springfield, Mo., and Teachers College, Columbia University, New York City. Mr. Melcher received his A.B. degree from Drury College and this was followed later with an A.M. degree from Teachers College; still later he was given the honorary degree of LL.D. from two other colleges.

Mr. Melcher began teaching in his native county, Dade County, and served as principal and as Superintendent of two small cities; head of mathematics department, Teachers College, Springfield, Mo.; chief assistant to the State Superintendent of Missouri, and has taught in summer school of many of the leading colleges and universities, including State Teachers College, Greeley, Colo., the University of Missouri, University of Kansas, Ohio State University, and Johns Hopkins University. He is an honorary member of Phi Delta Kappa and Kappa Delta Pi; member National Society for Study of Education; member American Educational Research Association (three years secretary of this association); member National Education Association, Department of Superintendence, National Vocational Guidance Association, College Teachers Association, American Association for Advancement of Science, and American Mathematical Society.

Locally, Doctor Melcher is a member of Kansas Tuberculosis Society (president two years); American Red Cross (director junior division for eleven years); member Chamber of Commerce, City Club, Professional Men's Club, Knife and Fork Club, Kansas City Safety Council (member executive committee); on advisory board Camp Fire Girls and Girl Scouts. Doctor Melcher is also a member of the board of trustees of Park College, Parkville, Mo.; Drury College, Springfield, Mo., and Lincoln and Lee University, Kansas City. He has been very helpful to the teachers' organizations in getting their matters before the public and their ideas enacted into law, especially in the State of Missouri. He has served as president of the State Teachers Association in Missouri and for twelve years has been on the executive committee.

Doctor Melcher came to Kansas City in 1914 as director of research and efficiency, and in this position made a nation-wide reputation. In 1921 he was made Assistant Superintendent of Schools of Kansas City in addition to having charge of the bureau. Without discrediting the achievement of Superintendent Cammack, it must be admitted that in later years considerable credit, especially in the line of supervision of instruction, has been due to Doctor Melcher's tireless efforts and scientific research.

Doctor Melcher's unbounded industry, good judgment, and marked candor and fairness in dealing with people will, when added to this thorough training and successful as well as varied educational experiences, make a sum total of qualifications for his new position that will insure success.

SOUTHERN SECTION RURAL SUPERVISORS MEET

The Southern Section of Rural Supervisors Association was organized in December, 1927, to take up an intensive study of the state course of study of Montana for the rural schools as to its usability and adaptability in the rural schools of California.

The meetings were held in the State Board of Education offices in the Sun-Finance Building in Los Angeles on various Saturdays during the spring. The following counties were represented: Imperial, Inyo, Los Angeles, Riverside, Ventura, Santa Barbara, and San Bernardino. Miss Lida C. McCoid, supervisor of reading in Los Angeles County, acted as president, and Mrs. Gladys Potter, rural supervisor in San Bernardino County, as secretary.

Much discussion of the plan of alternation and combination as outlined by the Montana course of study took place. Mr. Upjohn, Superintendent of Schools in Los Angeles County, directed the discussion at one of the meetings and did much to help the group formulate its conclusions, which were sent into the state as a final report from the work of the Southern Section.

This group is looking forward to meeting together again at the time of the Superintendents' convention in October, at which time the plans for the work of the new year will be presented.

CHARLES L. JOHNS, SUPERINTENDENT OF HUNTINGTON PARK GRAMMAR SCHOOLS

Huntington Park, in selecting Charles L. Johns as its new grammar school Superintendent, has chosen a man who is well acquainted with the educational problems confronting the city, for during the last three years Mr. Johns has been principal of the Huntington Park Evening School and vice principal of the high school.

Charles L. Johns

Mr. Johns has been in educational work for twenty years, holding various positions as teacher, principal, and Superintendent in public and private schools in the United States and its territories. In private school work Mr. Johns made a most excellent record.

A graduate of Northwestern in the class of 1908, Mr. Johns has done considerable graduate work at Columbia University and at the University of Southern California.

His school experience includes an instructorship in Huron College, South Dakota; teaching in the preparatory department of Westminster College, Salt Lake City; principalship of Wasatch Academy, Mount Pleasant, Utah; the superintendency of the Sheldon Jackson School, Sitka, Alaska. Immediately before coming to Huntington Park High School, Mr. Johns taught in the South Pasadena High School. He is a member of the Phi Delta Kappa fraternity, a Rotarian, and a Mason.

In his new position Mr. Johns will take up the work so well carried on by his predecessor, W. L. Stuckey. New plans will be carefully developed. The five thousand children in the elementary system and seven schools are to be increased shortly by the addition of the West Maywood School. The present plan of organization of seven elementary schools and one intermediate school of the seventh and eighth grades is to be continued.

Success is assured Mr. Johns in his superintendency at Huntington Park. His knowledge of the high school situation and its ideals will bring closer coördination between the two systems. He has signed a four-year contract.

Miss Anna Feidler Nekuda, principal of the La Canada School, Los Angeles County, is commencing her seventh year of teaching in the La Canada School.

DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN
Chief, Division of Rural Education of the State of California

[HELEN HEFFERNAN has arranged to conduct a Department of Rural Education for THE WESTERN JOURNAL OF EDUCATION for 1928 and 1929. The publication of the various activities, methods, and reports of the progressive work, representing the entire State of California, will be of great value to teachers and officials. Miss Heffernan's work places her in personal contact with all phases of educational work. She brings to the work her university training, her successful experience, her ability as a writer, and those personal qualities which stand for leadership.—EDITOR.]

High Lights in Rural Supervision, 1927–1928

By HELEN HEFFERNAN
Chief, Division of Rural Education

THE REPORTS of the supervisory activities of California's rural supervisors for the year 1927–1928 reveal a spirit of constructive coöperative leadership in rural education. There is evidence in these reports of a growing realization of the significance of supervision as stated by S. A. Courtis in the *First Yearbook of the National Conference of Educational Method:* "The key to the development and maintenance of efficiency in a school system is efficient supervision. Supervision is the coördinating, integrating, creative agency which welds modern buildings, adequate supplies, trained and able teachers into a functioning whole."

To recount the activities of all the supervisors in California during the past year would result in a document too voluminous for publication. In selecting certain "high lights" for illustration, much painstaking and scientific effort cannot receive the emphasis that its quality merits. The following activities have been chosen for special mention:

1. The growth in application of individual instruction technique.
2. Efforts to "bridge the gap" between the elementary and secondary schools.
3. Emphasis on art education.
4. Improvement of the rural school environment.
5. Coöperative curriculum making.
6. Educational publicity.

Modern psychology's great contribution to the science of education has been the revelation that children are different. They differ physically, mentally, socially, and emotionally so fundamentally that no program arranged for group instruction will ever meet the needs of the individual personalities of which it is composed. But how is this adjustment to be made so that training may be adapted to the needs, rate of progress, and ability of each unit personality. Doctor Courtis says: "The answer is easy. It cannot be done—by the teacher—but that does not mean that it cannot be done at all. It can be done very easily by taking the child into partnership, providing him with opportunities, and letting him choose in terms of his own nature and interests."

Convinced by the "mountains of evidence" that children cannot be adequately taught in groups by the wasteful method of the recitation, convinced that each child must progress at his own rate, in his own way, to his own individual goals, certain supervisors have been at work during the year making the transition from uneconomical group instruction to individualized subject-matter. In the mountain areas of Fresno County, Mrs. Estella B. Culp has an experiment of individualized learning which promises to produce additional evidence of the significance of the individual learning technique. In Amador County, all of the schools are definitely in the transitional stage. Hubert White has developed individual progress records, through which each child may experience the pleasure of accomplishment without unfair comparison with the accomplishment of another child.

In San Joaquin County, Mrs. Tene Cameron and Mrs. Edna Orr James have engaged in a coöperative experiment with a two-way curriculum (social activities, knowledges, and skills, with the latter completely individualized) at the State Demonstration Rural School at Woodbridge.

These experiments are reassuring that "education moves ahead." To summarize again with reference to Doctor Courtis: "Promote from achievement to achievement, have no failures, and train only in the habit of joyful success. Work for growth in vision, self-direction, self-appraisal, self-control, and ability to coöperate with others. Then growth in character and in perfect mastery of the knowledge and skill essential to the individual will inevitably follow."

Close to the emphasis on individual needs in instruction are individual needs in guidance. One of the most difficult problems in the rural elementary school is to help the child "bridge the gap" between the small rural school and the secondary school. In urban centers this isthmian service is rendered by the junior high school, but in the rural areas reorganization of education to provide this type of transitional institution will probably not occur for many years.

In Kern County, Superintendent Lawrence E. Chenoweth and Herbert Healy have developed a guidance program that promises to salvage much wasted human material at this critical period of child development. The plan includes a graphic rating scale for each eighth grade pupil, indicating his general intelligence, health, effort, mechanical ingenuity, accuracy, initiative, reliability, coöperation leadership, and physical vitality. A part of the rating scale indicates abilities and deficiencies in the school subjects. A pupil's questionnaire secures significant data concerning the child's interests, social background, economic status of the family, attitude of the parents, vocational aptitudes, and ideals.

A student vocational counseling card provides for a record of pre-high school ratings, interviews with counselor, educational progress, placement and employment progress, and follow-up record. This record card, begun in the eighth grade, follows the child into the high school as a permanent record of guidance.

The plan guarantees that basic data will be available for the high school in adjusting the secondary school program to the needs, capacity, and aptitudes of each child and that much economic waste in vocational maladjustment will be prevented thereby.

Kern County has rendered a significant service to California in another field. Mrs. Lennice C. Eyraud has been chairman of a state committee to revise the course of study in industrial art. This course is now being printed and will be available to schools in August. Mrs. Eyraud has also prepared a 55-page illustrated art supplement to accompany the course of study. Because of the fine coöperative spirit of the Kern County art supervisor, art supervision has really been extended to the state through the bulletins which have been in use for two years and through the circulation of an extensive art exhibit in twenty-eight counties and three C. T. A. sectional meetings.

To illustrate the use to which the traveling art exhibit was put: Miss M. L. Richmond of Butte County held eleven teachers' meetings in various centers of the county and presented the course of study, and supplement, illustrated by the art exhibit provided by Mrs. Eyraud. As a result the Butte County teachers held an exhibit day this spring which indicated the influence of the meetings and the materials used.

To bring beauty into the lives of rural children is a worthy object for our efforts. A realization of design and color; appreciation of the great masterpieces of the ages, are expressions of this objective. Another expression is found in Fresno County, where E. E. Frasher is planting deeply the roots of beauty, literally and figuratively, in the spirits of the rural children. His aim is to landscape the school grounds of Fresno County so that every child will find himself daily in a beautiful environment. Truly, a monument to beauty has been planted in the soil of the forty odd rural schools of Fresno County that have constituted the group to profit by Mr. Frasher's avocational

activities, while he supervised nature study and agriculture throughout the county.

One of the most self-sacrificing activities reported comes from Shasta County. Distance from the university did not daunt effective leadership. Mrs. Ethel Ward wanted an extension course in curriculum making for her rural teachers, and found in Doctor Aymer J. Hamilton a scholar undaunted by the necessity of spending two nights each week en route to Redding so that the need of these rural teachers could be met.

The curricular product of this group of teachers is characterized by a "freshness" which indicates obstacles surmounted and handicaps overcome. The rural problem is by no means hopeless when such sources of guidance are available, and when progressive teachers avail themselves of the opportunity to work coöperatively in a joint professional venture.

Distances in rural supervision are great—this is one of the handicaps mentioned by each supervisor. Miss Clara Smith of Ventura County has kept in touch with her schools by sending a monthly bulletin, "Here and There Among the Schools," to the teachers so "that each may know what some of the other schools are doing." A citizenship club is reported. The miniature grocery stores in the primary rooms of certain rural schools receive mention. Health booklets of one school are described, a bird lesson in another school is reported verbatim. All through the reported activities runs a sound and progressive educational policy, illustrated by specific accomplishments in various schools. The items have a literary quality, which makes a reader who is not well acquainted with the local situation read on and on with fascinated attention. Here is a supervisor who has achieved a bulletin which teachers "will read."

The appreciation of the importance of acquainting not only the teachers with progressive activities, but the public as well, is gratifyingly evident. Community days, exhibit and play days, talks to parent–teacher associations, service clubs, school newspapers, and the press have all been effectively utilized in keeping the public aware of the changing educational concepts.

Through careful planning, many supervisors have accomplished tremendous results in the improvement of instruction, reorganization of curriculum, and the adaptation of rural schools to higher standard.

Annual Conference of Rural Supervisors

The State Board of Education has authorized Miss Helen Heffernan, chief of the division of rural education, to call the annual conference of rural supervisors of the State of California at Del Monte during the week of October 1.

The tentative program arranged for the conference includes many of the outstanding experts in education in the state. The definite program has not as yet been arranged, but the following addresses will be given at some time during the week of the conference:

"Adjusting Curriculum to Rural Needs," Doctor John C. Almack, Stanford University.

"Problems of Contemporary American Life as a Basis for the Social Science Curriculum," Doctor John Hockett, University of California.

"The Supervisory Plan and Effective Supervision," Miss Helen Heffernan, chief, division of rural education, State Department of Education.

"The Adjustment of the School Program to Meet the Needs of Exceptional Children," Doctor Louis Horn, Mills College.

"Teacher Rating," Doctor Arthur Gist, director of teacher training, San Francisco State Teachers College.

"A Plan for Rating Beginning Teachers to Evaluate Teacher Training," Mrs. Evelyn Clement, chief, division of certification and teacher training, State Department of Education.

"The Supervision of an Activity Program in the Primary Grades," Miss Julia Hahn, supervisor kindergarten–primary grades, San Francisco public schools.

"The Primary Unit—Its Needs and Supervision," Miss M. Madilene Veverka, supervisor kindergarten–primary grades, Los Angeles public schools.

"The Place of Education Dramatics in School and Community Education," Sam Hume, director of avocational activities, State Department of Education.

"'Bridging the Gap' Between the Elementary and High Schools in Rural Areas," Doctor William Proctor, Stanford University.

"The Program of the Department of Social Welfare and How the Rural Supervisor Can Advance It," Mrs. Anna V. Saylor, director of the division of social welfare, State of California.

"A Layman Looks at the Problems of Rural Education," Charles A. Adams, member of the State Board of Education.

"The Evaluation of Teaching," Doctor Harold Benjamin, Stanford University.

"Preparation of Rural Teachers at San Jose," Doctor Thomas MacQuarrie, president San Jose State Teachers College.

Topic to be announced, Dean E. P. Cubberley, Stanford University.

Topic to be announced, Dean W. W. Kemp, School of Education, University of California.

This is the sixth annual conference held in conjunction with the Superintendents' convention and promises to provide inspiration and professional guidance to a group of workers in rural education whose influence is becoming more and more apparent in the advancement of rural schools.

Suggestive Supervisory Programs for a Typical Rural Situation

By Mrs. Ethel Ward, *Rural Supervisor, Shasta County, and* Miss Jane Ward, *Rural Supervisor, Sonoma County*

The work in rural supervision, like all educational procedure, is measured in terms of its aims and outcomes. It is as necessary for the supervisor to follow a definite yearly program as it is for the classroom teacher to use a daily one. "A supervisor without a program has no point of departure and no destination."

It is necessary first to study the field of one's endeavor. A careful analysis of the situation should point the way for the supervisory program.

It is possible that a situation is such that its needs may not be satisfied by the program of one year. In this case a wise adjustment of the plan for each year's work is necessary so that a logical sequence will follow in succeeding years.

The program itself should be evaluated in terms of these criteria:

1. Does it possess a set of clearly stated definite objectives?
2. Is it a clear-cut outline of the means, devices, and procedures to be utilized in attaining these objectives?
3. Does it provide for checks or tests to be applied to the results of supervision in order to determine the success or failure of the program.

The following supervisory programs are contributed as suggestive in the light of the typical situation outlined below:

I. Organization of county education system.

A. Distribution of schools by number of teachers employed:

23 one-teacher schools.
2 two-teacher schools.
1 four-teacher school.
1 five-teacher school.
1 six-teacher school.

B. Distribution of pupils by grades:

First grade	158	Fifth grade	131
Second grade	109	Sixth grade	135
Third grade	183	Seventh grade	116
Fourth grade	142	Eighth grade	123
Total	1047		

C. Three high schools enrolling 240 students.

II. Test results.

A. N. I. T. score for each pupil above third grade median I. Q. 104.

B. Stanford Achievement Test for each pupil above third grade showing:

1. General weakness in reading ability.
2. Above standard in arithmetical fundamentals, below standard in reasoning.
3. Low scores in spelling and language.

III. Other pertinent data:
- A. 33 per cent of teachers are certificated through county board examination.
- B. Teachers are weak in teaching technique.
- C. Schools are all accessible at all times of the year.
- D. 25 per cent of pupil population is of Italian parentage.
- E. County Superintendent and Board of Education are coöperative and favorable to a progressive program.

SUGGESTIVE SUPERVISORY PROGRAM NO. 1

I. Objectives:
- A. Development of a workable program for a one-teacher rural school with a differentiated program for seventh and eighth grades.
- B. Development of improved primary teaching technique.
- C. Improvement in reading ability throughout the grades.

(Note: These objectives constitute the major problems for one year. All of the weaknesses shown by the data could not be eradicated in one year. The second year's program should grow out of this one and should emphasize the remaining weaknesses divulged.)

II. Procedure.

The accomplishment of these objectives may be achieved through these media:
- A. Supervisory visits to schools.
- B. Teacher meetings and conferences.
- C. Bulletins or helps sent out from the office.
- D. Extension courses.

III. Objective A—A workable rural school program.
- A. Discuss program with teachers on supervisory visits.
- B. Have a teacher meeting of all teachers from the twenty-three one-teacher schools and the two two-teacher schools.
  1. Let one teacher present and discuss a model program.
  2. Work out a model program suggesting combination of grades and correlation of subjects with teachers coöperating.
  3. Show wherein individual instruction may function in the rural school situation.
  4. Show the need of interesting boys and girls in seventh and eighth grades in high school by introducing in the elementary school program special lines of work as sewing, manual training, agriculture, and special physical education activities.
- C. Send to teachers a copy of the program for rural schools developed in the conference.

IV. Objective B—Development of improved primary teaching technique.
- A. Find out by questionnaire to teachers what percentage of first grade are holdovers, and what percentage are foreign.
- B. Test readiness of children to read. Regroup class according to this and the findings of Detroit Intelligence Test ability levels. Give concrete suggestions for teaching each group.
- C. Send to first grade teachers bulletins giving helps for teaching foreign children to read and one with suggestions for building a background for children who have not had kindergarten or equivalent home training.

V. Objective C—Improvement of reading ability throughout the grades.
- A. Call an all-day teacher conference.
  1. Make known to teaching force the status of reading in the grades according to test results.
  2. Outline remedial program and plans for checking at the end of the year.
  3. Have a teacher demonstrate a silent reading lesson. Follow with discussion.
  4. Discuss and demonstrate good primary reading methods.
  5. Discuss the bearing of material on an intensive reading program.
- B. Send to teachers bulletins containing:
  1. Suggestions for primary silent reading.
  2. Suggestions for arithmetical reading.
  3. Suggestions for vocabulary checks.
  4. Plans for an intensive silent reading program from grades three to eight: (a) showing how to check speed and comprehension informally; (b) how to keep a term graph of each child's progress.
- C. Give individual help to teachers on supervisory visits and enlist the children's aid in accomplishing this objective.
- D. Establish extension course in *The Teaching of Reading*. Provide teachers with reference material for course, to include:
  The Improvement of Reading—*Gates*.
  Psychology of Elementary School Subjects—*Reed*.
  One Hundred Ways to Teach Silent Reading—*Smith*.
  Twenty-fourth Yearbook, National Society for the Study of Education.

VI. Checking results.
- A. Work out percentage of first grade retardation at the end of first year.
- B. Compare number of freshmen in high school next year with last year's enrollment.
- C. Give another form of the Stanford Achievement Test at the end of the school year and compare with previous records and standard norms.
  (These findings should be given to teachers.)

VII. Provide adequate educational publicity for the objectives and accomplishments of the year.
- A. Press.
- B. Parent–teacher association.
- C. Service club talks.
- D. Community days.

VIII. Work out objectives for the next year's work in the light of test results, previous data and data compiled for this year.

SUGGESTIVE SUPERVISORY PROGRAM NO. 2

I. Objectives:
- A. Strengthen work of first three grades.
- B. Establish better balance in programs.
- C. Establish definite standards for intermediate grades.
- D. Vision of ideals to stimulate interest in and desire for high school.

II. Means:
- A. Strengthen work of first three grades—
  1. Analyze reasons for number of pupils in first three grades:
     - a. Lack of understanding English.
     - b. Poor physical condition.
     - c. Mentally immature.
     - d. Poor method of teaching.
     - e. Inadequate equipment.
     - f. Improper use of equipment.
  2. Grouping of pupils according to finding of 1.
     - a. Picture and object work with foreign children.
     - b. Help of school nurse in improving physical condition.
     - c. Elimination of irrelevant and unnecessary equipment and materials.
     - d. Instruct teachers in effective methods.
     - e. Demonstration teaching to present new work.

f. Necessary materials and equipment for "follow-up work."
g. Develop independent occupational work.

3. Possible reassignment of teachers.
   a. Experienced teachers in large, difficult schools.
   b. Inexperienced teachers in smaller schools.
   c. Place experienced and inexperienced teachers together wisely.
   d. Coöperation of teachers.
   e. Teachers adapted to primary work in schools with large primary classes.

B. Establish better balance in programs—
1. First grade program.
   a. Teach English to foreign children.
   b. Concrete, development work for immature and subnormal pupils.
   c. Develop concentration, observation, and memory as foundation for formal reading.
   d. Select suitable reading method to develop
      (I) Comprehension, word recognition, words in phrases, the thought unit.
      (II) Speed, the thought unit, and eye span.
      (III) Silent reading.
   e. Develop hand skills.
      (I) Writing and drawing.
      (II) Paper cutting and tearing.
      (III) Modeling, building blocks, etc.
   f. No formal arithmetic or numbers. Only concrete counting and number stories to develop number sense.
2. Second grade program.
   a. Building up and stressing reading ability.
      (I) Comprehension.
      (II) Speed.
      (III) Silent reading, ability to read and follow directions especially.
   b. Develop hand skills.
      (I) Build up and stress writing ability.
         (A) Accurate formation of letters.
         (B) Words in phrases.
         (C) Thought units.
         (D) Sentences (accurate copying).
         (E) Drawing, modeling, etc.
   c. All arithmetic very closely correlated with reading.
3. Third grade program.
   a. Still stress importance of reading. Broaden scope of silent reading.
   b. Develop hand skills.
      (I) Ability to write easily.
      (II) Drawing.
      (III) Construction work—Reading and following directions.
   c. Introduction of formal drills in mechanics of arithmetic. Keep close correlation of arithmetic and reading.
4. Establish definite standards for intermediate grades.
   a. Ability to read accurately and comprehendingly.
   b. Accuracy in mechanics of arithmetic.
   c. Ability to write legibly and with sufficient speed.
   d. Oral expression of thought in correct but simple English.
   e. Ability to express thoughts in writing simply, accurately, and effectively.
5. Vision of ideals to stimulate interest in and desire for high schools.
   a. Sympathetic understanding of pupils' environment, needs, and future requirements.
   b. Developing life ideals by broadening and enriching background by well-directed reading.
   c. Develop a sense of human relations by skillful teaching of geography.
   d. Develop civic responsibility and good citizenship by means of history.
   e. Develop moral responsibility and ambition by fitting life ideals and native ability of pupils in most impressionable years.
   f. Fit course of study to child by proper grouping of pupils and application of ability.
   g. Understanding and recognition of definite standards of work.

III. Results.
   A. Understanding and recognition of definite standards.
   B. Check reading ability (Haggerty Reading Test to all grades, or Standford Achievement Test).
   C. Check arithmetic (Monroe Diagnostic for primary grades, Woody McCall for upper grades).
   D. Ability to use writing scales.
   E. Check ability to conduct socialized recitation.

Such definite plans as these will result in an effective economy of time and definite working objectives which are understandable to all engaged in the improvement of "the teaching act." With such a plan the supervisor becomes something more than a "mere roundsman" making unplanned supervisory visits from school to school. The supervisory plan guarantees that the supervisor has "thought his way through certain of the more urgent problems of his organization" and has worked out a technique of procedure by which these problems may be solved.

State Credentials

By Evelyn A. Clement
Chief, Division of Teacher Training and Certification

After September 15, 1928, state teachers' credentials will be issued only upon the direct recommendation of approved teacher training institutions to applicants who have met the requirements for credentials as adopted by the State Board of Education.

The minimum training for the elementary and kindergarten–primary credentials, prior to September 15, 1930, has been set as three years. After that date four years of training, with the bachelor's degree, will be the minimum training required for all credentials, with the exception of the general secondary, which requires a year of graduate study. Any applicant who falls short of this training will be expected to enter an approved college or university and complete the work required for the credential in question.

To protect the interests of California teachers who have been definitely working toward higher grades of credentials than those already held, the division of teacher training and certification of the Department of Education will, until September 15, 1928, receive applications for any kind of credential, provided that the applicant presents a program showing that he will be able to meet the regulations now in effect on or before September 15, 1930. Teachers wishing to avail themselves of this opportunity should request the proper blanks from the division of teacher training and certification and have their applications on file within the time designated. A definite statement will be given in regard to the work which must be completed. The application will then be held on file and the credential released as soon as the required courses have been completed and other conditions have been met.

Address: Mrs. Evelyn A. Clement, Box 615, Sacramento.

F. H. MEYER IN EUROPE

Frederick H. Meyer, director of the California School of Arts and Crafts, Oakland, has just completed attendance at the Sixth International Art Congress held at Prague from July 29 to August 6. At the congress, he represented not only his own institution, but also served as one of the delegates of the California Drawing Teachers Association. Director Meyer has been absent from the bay region since mid-June and will not return till late September. While in Europe he is visiting the leading art schools, museums, and galleries, paying particular heed to the modernistic note in fine and applied arts on the continent.

The Western Journal of Education

HARR WAGNER, EDITOR. RUTH THOMPSON, ASSISTANT EDITOR.

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

ROY CLOUD, executive secretary of the C. T. A., called a meeting of prominent school administrators of the bay region in the office of the *Sierra Educational News,* August 14, to consider proposed changes in the school laws.

Sam Cohn, Deputy Superintendent of Public Instruction, led the discussion on transportation of pupils, consolidated school districts, leaves of absence, and the Senate Constitutional Amendment No. 26. It will be No. 6 on the ballot.

William John Cooper, State Director of Education, and Superintendent of Public Instruction, explained the changes as presented in Senate Resolution No. 26 in a very clear and satisfactory manner. He gave special emphasis to the statement that the Board of Education should be appointed by the Governor, because, if elected by the people, the representatives of publishing houses, interested in book contracts, might select and elect the members. It is possible that bookmen might influence the election of certain men. Banks, railroads, public utilities, teachers' organizations, etc., environ and elect Governors, Senators, and other public officials. It is not impossible that bookmen could, with the assistance of the people, elect a State Board of Education. However, it is not probable. The presumption is that textbook publishers depend on the merit of the content of their books and not on political activity.

Mr. Cooper very clearly analyzed the other objections and showed that the amendment was desirable and should pass.

All objections having been met and explained, this Journal joins with the *Sierra Educational News* in advocating Senate Constitutional Amendment No. 26—on the Ballot No. 6. However, in the final analysis, men, not measures, count.

FLETCHER HARPER SWIFT of the University of California has been writing a series of excellent articles on "State School Funds, and Their Apportionment," in the *American School Board Journal.*

DOCTOR DAVID S. MUZZEY of Columbia University, New York, the noted historian, was one of the big features at the summer session of the University of California. His classes were overcrowded and he was called on for nineteen special addresses in addition to being a guest of honor of the Commonwealth Club and the Sequoia Club of San Francisco. The flare for research work in history, for the truth, met the approval of his California audiences and he was given an ovation when he said: "I have been accused of placing the Union Jack above the Stars and Stripes; I have been accused of placing the Stars and Stripes above the Union Jack. I have done neither: I have tried to place the truth above both."

ARTHUR H. CHAMBERLAIN of the *Overland Monthly* has written "A Personal Tribute to a Good Man," meaning Mark Keppel. It was published in the *Overland Monthly,* and in a neat booklet. It is a splendid tribute to a splendid man.

THE CONVENTION of the League of Western Writers was held in Portland, Ore., August 9, 10, and 11. Among the prominent delegates and speakers from California were Ben Field of Los Angeles, the well-known poet; Doctor D. N. Lehman, poet, authority on Indian lore, mathematician, etc., of the University of California, and Arthur H. Chamberlain. The convention will be held in 1929 in San Francisco. Arthur Chamberlain was elected president.

WE GET FROM THE *San Franciscan Westward,* and the *Overland Monthly,* something of the literary spirit of California in the early eighties. The Chamber of Commerce should discontinue its *San Francisco Business* publications and subsidize these contributions, not to skyscrapers, but to the delight and appreciation of the finer activities of life.

CAN AN ADULT LEARN?—THORNDIKE'S ANSWER

SOME RECENT STUDIES of the capacity of grown-ups to acquire fresh skill throw new light on this question. One of the most interesting investigations is that of Professor E. L. Thorndike of Teachers College, Columbia University. During the last two years he has conducted experiments with two groups, one averaging in age 42, the other 22. Both were compared with a group of children. The adults were taught to write with the wrong hand, to operate the typewriter, and there were classes in algebra, science, foreign languages, etc. For all three groups there were classes in reading, spelling, arithmetic, and other elementary school subjects.

In general, *both adult groups* learned *more rapidly* than the group of children. The group of older adults learned *almost as rapidly* as the young adult group—roughly, about five-sixths as fast. The conclusion is that ability to learn increases until about 20, when it remains stationary for a time, provided the adult continues to study, and then declines very gradually. No one under 50 should be deterred from trying to learn something new by the fear of being too old, if he has developed the study habit. The studies show that even after 50 the decline is so slow that the attempt to learn is still well worth while.

Lack of opportunity or desire to learn now appears to be the explanation of why adults so seldom learn a new language or a new trade. But opportunity and desire have greatly increased everywhere in this country in recent years.—*Executives' Service Bulletin, July, 1928.*

PURCHASING AND THE PURCHASING AGENT

ANCIENT BARTER AND TRADE has always placed the responsibility of precaution upon the buyer. The seller was usually chosen from the more cunning, the more aggressive, and trained until he finally developed into that modern combination of human dynamo and steam roller, the supersalesman. The inevitable result has been the trained purchasing agents.

In the August issue of the *American Educational Digest,* Henry B. Abbett of the Commercial Purchasing Agents Association, Denver, defines the new type of buyer which self-defense against the selling attack has forced upon business management. But unfair methods in buying, Mr. Abbett maintains, are as damaging to business and society as misrepresentation and dishonesty in selling. The solution lies in a sane midground, action upon scientific facts, which eliminates unscrupulous production and competition and places the conscientious seller in a position to do business honestly. The common stereotype purchasing agent as an acceptor of bribes and rake-offs is changing. Good will is being appreciated at its true value. The new purchasing agent demands laboratory facts and actual results in place of rhetoric, and economic practices in place of cut-throat competition in unsound superservice for which the consumer ultimately pays.

Mr. Abbett points the way for coöperative effort of buyer and seller by which all facts are laid upon the board and transactions

carried on accordingly. Arbitration is offered for the exceptional cases of litigation that will arise. The obstacles to this ideal situation and their overcoming form the thesis of Mr. Abbett's article. There is, too, the gratifying sense of the fitness of things in the fact that the new purchasing methods are being adopted so rapidly by public school purchasing agents.

REPORT OF COMMITTEE ON "A CODE OF ETHICS FOR THE TEACHING PROFESSION"

Reported at 1928 summer session, University of California. The committee composing the report was as follows:

H. J. Wilcox, 1145 Walnut Street, Berkeley, Cal., *chairman.*
E. P. Hodapp, Emerson, Neb.
Miss Edvenia Jeppson, 758 Twenty-fourth Street, Ogden, Utah.
James A. Neilson, Upper Lake, Cal.
J. M. Nill, Dunsmuir, Cal.
R. E. Noddin, Box 406, Campbell, Cal.
G. F. Purdy, Calumet, Iowa.
George Rieben, McCloud, Cal.
Miss F. M. Reichle, Butte High School, Butte, Mont.
M. L. Stevenson, Weber College, Ogden, Utah.
Miss H. M. Van Gilder, 2519 Ridge Road, Berkeley, Cal.
Miss Hazel E. Stockton, Fairfax School, Cleveland Heights, Ohio.

I. *Educational and Professional Attitude.*—The strongest obligation of every member of the profession is due to those who are in his professional care. The teacher should aid in every honorable way in stabilizing and maintaining the honor, dignity, and usefulness of the teaching profession.

II. *New Educational Ideas.*—Every member of the profession should improve his education by reading educational literature, attending school and educational meetings, and becoming an active member of local, state, and national organizations of teachers.

III. *Compensation.*—Members of the teaching profession should receive compensation commensurate with maximum efficiency. This should be an amount that would enable the teacher to live on a scale befitting his place in society, to improve himself professionally, and to provide for himself and his family in old age. Regardless of compensation, a teacher should render his best services.

IV. *Contractual Relations.*—It is a breach of pedagogical ethics for a teacher to violate an oral or written contract to render service. Service should be terminated by the mutual agreement between teacher, Superintendent, and Board of Education.

V. *Appointments and Promotions.*

A. All promotions should be obtained exclusively on merit.

B. Upon accepting an appointment a teacher is in honor bound to notify all others to whom letters of application have been sent.

C. It is unethical:

1. To patronize teachers' agencies that
   (a) Encourage teachers to break contracts.
   (b) Work for the promotion of unqualified teachers.
   (c) Make recommendations for positions not known to be vacant.
2. For one district to seek teachers from another district without first consulting the proper authorities.
3. For a teacher to secure an offer elsewhere for the sole purpose of obtaining an increased salary in his present position.
4. For a teacher to apply for another position not known to be vacant.

VI. *Relation Between Teachers, Supervisory Officers, and Superintendent.*

A. The Superintendent should be administrator and adviser to all in his school system, with the right to give advice and suggestions in matters pertaining to the schools.

B. There should exist a sympathetic bond between teachers and supervisory officers by means of which suggestions and constructive criticisms may be exchanged for the betterment of the schools.

C. A Superintendent, principal, or one in authority should be willing to give accurate information to official inquiries from prospective employers pertaining to the qualifications of a teacher.

D. Coöperation, loyalty, and reliability should characterize all relations between supervisory officers and teachers.

E. No teacher should take school matters to higher officials without the knowledge of his immediate superiors.

VII. *Relations of Teachers to Parents.* — Teachers should welcome the visits of parents, maintaining a coöperative relation with them, and meet criticism with openmindedness and courtesy. They should not discuss limitations of pupils in such a way as to cause unnecessary embarrassment; nevertheless, they should exercise the utmost candor in their discussions or communications with parents on important matters. All personal information concerning the pupils should be held in confidence by the teachers.

VIII. *Interrelation of Associates.*

A. Committees: It is the moral obligation of every member of the profession loyally to support all policies formulated by school committees which are the legal organs of expression of the teaching corps, with the exception of policies which would clearly endanger the best interests of the pupils.

B. Criticisms:

1. Members of the profession should recognize and welcome the inspiration and helpfulness of constructive criticism.
2. Verified adverse criticisms should be told only to the one criticized or his superior. The motive of this action should be helpfulness to the individual and to the profession.
3. Adverse criticisms and insinuations passed upon a fellow teacher, predecessor, or a teacher of previous grades is condemned and regarded as nonprofessional.

IX. *Publishers and Supply Houses.*

A. The profession condemns the practice of some representatives of publishing houses in going to the wrong official for orders of books or supplies without the knowledge or consent of teacher or supervisory officer and such action should be made known to the profession.

B. Any member of the profession who is also a representative of a publishing house should make the fact known and accept no commission in his own district.

H. L. HEALY BECOMES KERN SUPERINTENDENT

Herbert L. Healy, former rural school supervisor in Kern County, Cal., has been appointed County Superintendent of Schools in Kern County, taking the place of L. E. Chenoweth, who is now City Superintendent of Schools in Bakersfield, Cal.

Mr. Healy has been rural supervisor of Kern County schools for four years, and thoroughly understands the work and needs of the county. Before he was rural supervisor he served for two years as field deputy in the county.

Mr. Healy attended the high school in Medina, New York. He earned his A. B. at Harvard. He has also attended summer sessions at both the University of California and of Southern California. His first teaching position was in Aurora, New York. Later he became a member of the faculty of the Harvard Military School, Los Angeles, Cal. He was a teacher in the Covina Union High School, Covina, Cal., for eleven years and principal of the McFarland Union Grammar School for one year before becoming connected with the county school office under Mr. Chenoweth's leadership.

STATE BOARD OF EDUCATION

THE STATE BOARD OF EDUCATION met in regular quarterly session at the Fairmont Hotel, San Francisco, July 11 and 12, 1928, all members being present except Mr. Gray. President McLane was in the chair.

After the reading of the minutes of the April meeting and the adoption of the agenda for the meeting, the board went into committee of the whole to listen to charges against holders of credentials, and, upon rising from committee, reported no cases for trial at the next session. On the second day, however, the case of A. D. Cunningham, reported by the committee at the April meeting for trial in July, was called and the defendant failing to appear in person or by counsel, the state credentials held by him—elementary life diploma and elementary administrator's credential—were formally revoked.

The next quarterly meeting of the board was called for October 4 and 5 at Hotel Del Monte in conjunction with the annual convention of Superintendents.

The following conferences were approved: Vocational conferences at Berkeley and Los Angeles; a rural supervisors' conference and a teacher training conference to be held in conjunction with the Superintendents' convention, and a conference on training for librarianship to be held at the call of the Director of Education.

All presidents of the state teachers colleges and the principals of special schools were formally confirmed as were the faculty lists of all the institutions submitted by the Director of Education on recommendation of the respective presidents and principals.

The appointments of the Superintendent of Public Instruction to membership on the State Curriculum Commission were formally approved as follows: Doctor John A. Hockett of the University of California and Miss Julia L. Hahn, kindergarten-primary supervisor of San Francisco, for terms of four years succeeding themselves. L. E. Chenoweth, classification changed from County Superintendent of Schools to City Superintendent of Schools, vice Superintendent Fred M. Hunter, resigned; Ada York, San Diego, classification County Superintendent, vice Superintendent L. E. Chenoweth, for unexpired term of three years beginning August 29, 1928.

The board formally received copies of a report of the investigation of supplementary textbooks, made in accordance with an act of the 1927 Legislature.

The Director of Education reported the acceptance of a new site for the San Diego State Teachers College, donated by the Bell-Lloyd Investment Company, consisting of 125 acres of land, together with a cash donation from the company, and from Mr. Bell personally, totaling $50,000, and the passage of a bond issue by the electors of San Diego authorizing the city schools to purchase the old college for $325,000. The board directed the secretary to express its appreciation to the Bell-Lloyd Investment Company and to Mr. Bell personally; and, at the suggestion of the Director of Education, appointed a committee of five to coöperate in developing the plans for the San Diego State Teachers College.

The State Civil Service Commission submitted the names of three persons who had successfully passed the qualifying examination for chief of the bureau of business education in the state department. Upon recommendation of Nicholas Ricciardi, chief of the division, the Director of Education nominated Ira W. Kibby, who was duly elected to hold this position.

The report of the departmental auditor, H. M. Lynn, was received and formally accepted, together with the recommended pay roll in the Department of Education for the current year.

The textbook committee, consisting of Mr. Adams, Mrs. Coolidge, and Mrs. Short, reported the receipt of the recommendations from the State Curriculum Commission recommending Freeman's Correlated Handwriting Compendium for use in grades one to six. After affording a hearing to the representatives of the publishers, the textbook committee accepted the recommendation of the State Curriculum Commission and the board authorized the State Printer to print at as early a date as possible a number of copies of each of these books needed for use in the state and contracts with the publishers to be executed for use of the plates and copyrights for a period of four years at a royalty of one and one-half cents per book.

The list of new textbooks for use in high schools and the texts offered for readoption was received and formally adopted.

The secretary presented revisions of the board's rules in Section II, on methods of keeping attendance in secondary schools; Section XII, on junior college courses of study, and Section XIII, on high school courses of study. After discussion and minor amendments, these were formally adopted.

A course of study in art intended for rural schools, developed by a committee under the direction of the chief of the division of rural schools, and approved by the chairman of the art committee of the State Curriculum Commission, was accepted by the board and ordered printed.

Petitions from the state teachers' colleges to grant the A.B. degree with major subjects in various fields were approved as recommended by the Director of Education; petitions from the Broadoaks School, Pasadena; Miss Fulmer's Kindergarten Training School, Los Angeles, and the Armstrong School of Business Administration, Berkeley, for continuation upon the list were granted subject to keeping their standards up to those set by the board for the state teachers' colleges.

Retirement salaries were granted as follows:

Full Retirement—William Bland and Emma L. Clarke, Berkeley; Lucy E. Botsford and Carolyn H. Bradley, San Jose; Molly L. Brown, Margaret E. Doyle, Anna Dwyer, Richard D. Faulkner, Roberta E. Lee Heath, Addie B. Horton, Susan McGorey, Hallie B. Porter, San Francisco; Jane C. Byrd, Santa Barbara; Mrs. Serena E. Dorland, Copco; Margaret Fahey, Harristown; Ida M. Fisher and Agnes Spreckles, Alameda; Edward W. Green, Long Beach; Inez E. Hancock and Arthur N. Wheelock, Riverside; Otto J. Harvey, Rosemead; Herbert H. Jordan, Cholame; Mrs. Fannie S. Liddle, Santa Cruz; Tillie C. Lisson, Henry C. Petray, and Elizabeth M. Sherman, Oakland; Eleanor Martin, Pomona; Anna W. Mills, Lemoore; Jessie J. Morgan, McFarland; Mary E. Newton and Nettie Price, Sacramento; Zulema L. Parcell and Kate E. Smith, Los Angeles; Oda Redman, Watsonville; Mrs. Mary E. Riley, Oroville; Mattie H. Sinclair, Palo Alto; Mrs. Emma J. Spence, Biggs; Minnie Stevens, Fresno; Cora A. Wright, Napa; Mrs. Emma E. Price, Redding; Harry O. Wise, Ventura.

Partial Salaries—Mary E. Alexander and Sarah C. Burnett, San Francisco; Mrs. Lizzie C. Black, Woodland; Mrs. Mamie R. Colburn, Coalinga; Mrs. Louise W. Gunter, Perkins; Hester M. Hunt, Santa Rosa; Mrs. Grace E. Lowrey, Red Bluff; Mrs. Hilda J. C. Morgan, Oakland; Lavinia J. Saunders, Santa Monica; Rhoda E. Swinnerton, San Luis Obispo; Mrs. Callie G. Thompson, Irricana, Alberta, Canada; Mrs. Mertie C. Trimble, Weaverville; Mrs. Fanny F. Van Voorhies, San Pedro; Florence E. Vote, Valley Springs; Mrs. Linne M. Wolfe, Pittsburg; Caroline West, Pasadena.

Respectfully submitted,

WILLIAM JOHN COOPER, *Secretary.*

OPERATION of Riverside, Cal., schools cost more than $1,500,000 during the last fiscal year, according to a report filed by City Superintendent Ira C. Landis.

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WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.]

Appointment of Charles L. Trowbridge to replace Victor Binsacca as head of the farm mechanics and mechanical drawing departments at Turlock High School, Turlock, Cal., for the coming term has been announced by Leroy Nichols, principal. Binsacca resigned to accept a position as instructor in the agricultural department at Denair High School. Trowbridge has been a member of the high school faculty at Lakeport for the past four years.

Riverside County's School System, consisting of one hundred separate schools at which 18,819 pupils attended daily, cost a total of $2,804,053.06 to operate during the school year just closed, according to an annual report issued from the office of County Superintendent of Schools E. E. Smith.

A new county high school, the El Dorado, is to be built at a cost of $136,165 in Placerville, Cal. The contract has been let and work will begin in the near future.

There were but three changes in the faculty of the Merced, Cal., elementary schools this term out of a staff numbering thirty-nine. This is according to announcement of C. S. Clark, District Superintendent of Schools.

Two additional classrooms are to be added to the Union High School, Oroville, Cal. It is expected that the work will take about two months. The cost of the addition is to be $6100.

A special tax of $15,000 to provide for improvements in school grounds and buildings has been voted by citizens of South San Francisco, Cal.

Doctor George A. Rice, professor of education, University of California, has been appointed principal of the University High School, Oakland, Cal. Doctor Rice takes the place left vacant by Frank Boren, who is now Superintendent of San Mateo, Cal., public schools.

A $15,000 bond issue for erection of a north wing of the Linden Union High School building has been approved by voters of the Linden School District, near Stockton, Cal.

William H. McMaster, who has been principal in the Oakland, Cal., public schools for the last five years and who has been principal of the Rockridge Elementary School in Oakland for four and a half years, has been transferred to the Oakland Technical High School in the capacity of vice principal.

For the first time in the history of the city, Berkeley, Cal., will charge a registration fee for night school students. Following the plan adopted last year in Oakland, made possible through a new law passed by the last session of the Legislature, a charge of $1.50 per student will be made for all registrants in the night schools.

Harry G. Clarke, a teacher in the manual arts department of the Modesto High School, Modesto, Cal., has tendered his resignation to accept a similar position at the San Leandro High School, San Leandro, Cal.

Teachers' salaries in both grammar and high schools in Hollister, Cal., have been raised.

C. Russell Hoyt, principal of the Fremont Grammar School, San Luis Obispo, Cal., has resigned to accept a position in the office of R. L. Bird, County Superintendent of Schools. He will fill the vacancy of L. J. Henry, rural county school supervisor in the southern part of the county. Mr. Henry has accepted a position in the Los Angeles, Cal., city school system.

JUNIOR RED CROSS WORK

The spirit which animates the workers of Kings County, Cal., chapter, with headquarters at Hanford, is expressed in a monthly report of its social service committee, which reads in part as follows:

"As each month's work unfolds, the group workers and chairmen say, 'What next? Shall we be able to meet the exigencies of unusual cases?' Yes, almost always there seems to be a way by which the unexpected demands may be solved. We want the world to know, as did the people last year in Louisiana, that the Red Cross is not Washington or a vague idea, but the generous heart and willing hand of America in action in time of need; that the Red Cross is unified in its service, the individual worker being concerned first of all in giving his best in the service of humanity and giving to the utmost.

"In social service work, we often get instructions from the very simple things in life. We cannot do our work and feel it as a burden. The ideal human being is the person with an open mind, patient, always receptive, cultivating the joy of an understanding heart."

In this spirit the committee meets the demands that are made upon the chapter, which is the chief agency in the county handling civilian relief. In this work, the chapter has the enthusiastic coöperation of its branches.

The chapter has adopted a girl for the period of her high school course, keeping her clothing in order, providing necessary dues, keeping a "motherly eye" on her pleasures and associates, and helping her to equip herself for a business position.—*The Red Cross Courier, August, 1928.*

PASO ROBLES RED CROSS

For ten consecutive years the juniors of Paso Robles, Cal., have not only been enrolled, but have been actively carrying on the junior program of service to others. One of their earliest acts was to support a French war orphan over a period of time. They prepare Christmas boxes for the children of Guam, assist in paying for transportation of a dental hygienist, and every year replenish the first-aid kits of twenty-two schools. At roll call the children go after junior funds for extending various kinds of welfare service to the children of rural schools outside the town. In the classrooms of the Paso Robles schools the *Junior Red Cross News* is used in the study of geography and history.

During this ten-year period, the Junior Red Cross work has been directed by Mrs. O. Mae Willett, committee chairman for the local chapter.—*The Red Cross Courier, August, 1928.*

ADVERTISEMENT

BIDS WANTED FOR TEXTBOOK MATERIAL IN READING

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California textbook material, as follows:

Readers for the first, second, and third grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board at his office in Sacramento, not later than January 2, 1929.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for Textbooks in Reading," should be submitted on or before the hour of 5 o'clock p. m. of October 1, 1928.

Alternative bids for supplying completed books, as specified above, in carload lots, f. o. b. Sacramento, Los Angeles, and San Francisco, will also be received.

Specifications, giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.
WM. JOHN COOPER, Secretary.

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F. H. Meyer, Director
Write for descriptive circular

Photoradio Greeting in Shorthand Flashed to Liverpool Banquet

A radio photograph of a greeting written in Gregg Shorthand was transmitted recently to a conference of educators and shorthand experts attending a banquet in Liverpool. This was the first time that a message in shorthand had ever been transmitted by Photoradio, and according to engineers opens up new possibilities for condensing lengthy messages and statements into smaller spaces with a consequent reduction in cost of the picture transmitted.

The text of the message, not including the date, numbered forty-one words of which only the address and signature were written in longhand, with the remaining thirty-two words in shorthand. The sender was Alexander S. Massell, president of the Commercial Education Association of New York, who addressed a message of greeting in this form to the banquet held by the National Gregg Association at the Exchange Hotel, Liverpool, England. John Robert Gregg, the only living author of the shorthand method bearing his name, was a guest of honor at the banquet, which commemorated the fortieth anniversary of the use of Gregg Shorthand.

The message was photographed, and the negative placed on a glass cylinder of the Photoradio transmitter located at the New York offices of the Radio Corporation of America. It was then flashed across the 3,000 intervening miles of ocean to London and from there delivered to the banquet hall of the Exchange Hotel.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Summer Courses in School Library Work

[MISS MARGARET V. GIRDNER, librarian, Galileo High School, San Francisco, is the author of the following article. Miss Girdner is a graduate of the library school formerly conducted by the California State Library. During the summer course in school library work at the State Teachers College, San Jose, Miss Girdner was a most enthusiastic instructor.]

THE SHORTAGE of trained school librarians has been a matter of concern both to school administrators and library associations, and in response to this concern, three courses in library science were offered at the San Jose State Teachers College this summer: cataloguing and classification, reference, and school library administration. They were not planned to prepare for fulfilling the requirements for the school librarian's credential, but primarily for credentialed teachers who were desirous of adding this special training to their experience as teachers.

Twenty-four pupils responded, fifteen of them registering for the three courses, and twenty-four for the course in school library administration. That ten teachers, several of them principals, showed an interest in the school library was a stimulating and unexpected development. Upon inquiry it was found that there is a growing desire upon the part of teachers to know something about library methods in order to increase their ability to use library materials in making their teaching more effective.

The pupils came to San Jose from various parts of the state, extending from Stockton on the north to Brawley in the south, with the bay region, the San Joaquin Valley, and the Peninsula well represented.

The course in cataloguing and classification covered simplified cataloguing and the Dewey decimal system of classification. The aim was to give the pupils practice in the methods most frequently used in school libraries. Considerable attention was given to the adaptation of Library of Congress cards, and to this end the Library of Congress code was used as a basis for all rules.

The aim in the reference work, besides being concerned with the problem of selection, was twofold: to give ease and familiarity in answering reference problems and to emphasize the training of children to use reference books in the library.

The course in school library administration was more comprehensive, having as it did so many pupils who were only interested in the use of the library as a tool in teaching. An attempt was made to show not only the organization and the best practices in use in good libraries, but also to emphasize the place of the library in the school. Consideration was given to the relations with administrators, teachers, and other libraries as sources of help as well as showing the possibilities of the library in enriching the curriculum and in making teaching more effective.

Most problems divided the class into groups founded upon their main interest as to the type of school to which they were returning; that is, elementary, junior, and senior high schools, although one junior college and one public librarian worked upon special problems.

The main class project was the rearrangement of the training school library of the college according to the standards set up by the class for elementary school libraries. The committee used the materials on hand, decorating the room and furniture with the aim of making the room attractive and inviting to the child. Thus they gained experience in meeting the situation so often faced in organizing school libraries.

The instructors were Miss Ruby Kerr, cataloguer on the staff of the college library, but formerly in charge of the central cataloguing department for the San Francisco public schools, who gave cataloguing and classification, and Miss Margaret V. Girdner, librarian of the Galileo High School, San Francisco, who gave reference work and school library administration.

The school was organized into a group with a chairman, and weekly meetings were held either at luncheon or tea, with members of the faculty of other departments of the college as speakers. In this way the class enjoyed visits with Doctor MacQuarrie, the president; Doctor Freelands, director of the summer session; Mr. Woods of the English department, and Miss Joyce Backus, librarian of the college library. Mrs. Henshall of the State Library and Mrs. Singleterry, Santa Clara County librarian, called on the first day and were presented to the class.

Trips to school libraries about the bay region were planned for the Saturdays after the opening of school, when it is hoped that arrangements may be made to visit some of the most interesting libraries while they are in session.

The Worker and the Library

THE *Workers' Education News* of May 19, 1928, contains the first of a series of four or five articles on "The Worker and the Library." The article was written by M. S. Dudgeon, librarian of the Milwaukee Public Library and chairman of the board on adult education of the American Library Association.

L. L. Dickerson, executive assistant, American Library Association, writes: "This article was prepared at the request of officers of the American Federation of Labor who expressed the belief that it would bring the public library and its resources more generally to the attention of working men and women and aid them in using the library. Through publication in the *Workers' Education News* it will be brought to the attention of the entire labor press of the country."

This project represents an effort of the American Library Association board on adult education to advertise the service of libraries and to assist new readers in getting what they want from them.

Notes

MILTON J. FERGUSON, State Librarian, accompanied by his family, left on July 12 for New York en route to Cape Town, South Africa, where Mr. Ferguson will be engaged on a library survey to be conducted under the auspices of the Union of South Africa. The Carnegie Corporation of New York will finance the work. In London, Mr. Ferguson will be joined by S. A. Pitt of the public library at Glasgow, Scotland, who will be associated with him in the survey. On completing their work they will recommend to the Union of South Africa a library system that will

expand as the country grows and the demand for library facilities develops. During Mr. Ferguson's absence, which will probably be about ten months, Miss Gillis, assistant State Librarian, will be acting Librarian.

Miss Flo Gantz resigned as librarian of the San Luis Obispo County Free Library in June and was married June 27 to Maurice F. Dyer of Salinas. On July 7 Miss Lilian Sabin of the Los Angeles County Free Library was appointed to the San Luis Obispo position and took charge of the library July 16.

The State Library is now in the new State Library and Courts Building on the south block west of the capitol grounds. The move has been made during the last few weeks and was so arranged that service did not have to be discontinued.

Mrs. Alice G. Whitbeck, librarian of the Contra Costa County Free Library, has just issued her fifteenth annual report. An interesting summary of the growth of the library is followed by a detailed account of each branch, a list of the schools served, statistics for schools and community branches, a summary of work in each department at headquarters, and a financial statement. The whole report makes an exceedingly interesting story of the county library and well illustrates its value to the people.

Another parish library has been established in Louisiana—one for Concordia Parish. The appropriation for the first year is $5500. The Legislature granted the Louisiana Library Commission $12,000 for the next biennium and the appropriation has been signed by the Governor. Miss Essae M. Culver, formerly of California, is executive secretary of the Louisiana Library Commission. Miss Mary Harris, who has been assistant to Miss Culver, has now returned to California, where she is established as county librarian of Siskiyou County.

LOS ANGELES COUNTY FREE LIBRARY

The Los Angeles County Library at the close of its business year ending June 30, finds that 2,102,839 books were issued for home use, an increase of 401,708 or 23.6 per cent over the preceding year. These books were borrowed by the 103,822 patrons registered in 157 branch libraries located in various parts of the county.

This library, which is a department of the county government, has headquarters at 204 North Broadway. It started business in 1912, beginning operations with a typewriter and a librarian's desk. Today the library numbers 291,151 volumes in its general collection and has a special collection of 257,000 supplementary textbooks which are provided for 105 elementary school districts affiliated with the library. Use of textbooks in schools, however, is not included in circulation records.

The Los Angeles County Library stands in a record position of having attained such a large measure of usefulness in the short period of its life. Other large and older libraries having a circulation with which the county library might be compared are:

Pittsburgh	2,036,289
Indianapolis	2,095,581
Cincinnati	2,345,919
Seattle	2,373,929
Portland	2,581,484

The Los Angeles County Library is unique in its service to suburban and rural communities, having 236,151 volumes, almost its entire stock, distributed and at work in 160 settlements, varying in size from a few families to cities like Burbank, Compton, Huntington Park, and Inglewood.

During the year just closed, over 98,000 volumes, a grand parade of attractive, up-to-date books, were delivered by the central library on a route traversing the county from end to end, giving great direct, practical help and immeasurable enjoyment.

The reference department carries on a large correspondence and general reference service and the department of work with children has made special effort to place in each branch a collection of books for boys and girls so well selected that every particular parent may feel secure in the books offered to children.

The Los Angeles County Library has also attained a record on the percentage of its income spent for its stock in trade. The usual percentage spent by libraries of more than 100,000 volumes in size varies from 14 to 33 per cent. The Los Angeles County Library, for a period of sixteen years, has spent 41 per cent of its income on periodicals and books which constitutes the reason for a library's existence.

CONTRA COSTA LIBRARY

The fifteenth annual report of the Contra Costa County Library, where Alice G. Whitbeck is librarian, is presented this year to the Board of Supervisors in the form of an historical review of each branch with statistical sheets at the close. The cover design on the printed report represents a tree labeled "Contra Costa County Library Tree, 1913–1928." The roots of the tree, with its branches, are labeled with the names of the branch libraries and the dates of their founding.

HANLON SUCCEEDS KEPPEL ON LEGISLATIVE COMMITTEE

Superintendent of Schools William H. Hanlon of Contra Costa County, Cal., has been advised of his appointment as chairman of the legislative committee of the California Association of School Superintendents. The appointment was made by the association's board of directors. Hanlon succeeds the late Mark Keppel, Superintendent of Los Angeles County schools.

The committee that Hanlon heads is the most important in the Superintendents' association. It will be Hanlon's duty to peruse all proposed legislation and to appear before the Legislature and present the views of educators.

W. A. Ferguson, principal of the Porterville, Cal., Union High School for fourteen years, and a leader in educational affairs in the San Joaquin Valley, passed away recently following an operation.

Bonds amounting to $10,000 have been voted for the improvement of the Charter Oak School, Glendora, Cal. Work on additions to the building will begin in the near future.

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ABOUT BOOKS

THE CHILDREN'S BOOK OF AMERICAN LANDMARKS, by Lorinda Munson Bryant: Here is a beautiful volume of inspiration, and the author truly fulfills her purpose which she declares in her preface to the children when she says: "I want you to know that history is not a skeleton of dry bones with garments as dry as dust." The stories in this book are clothed with living, breathing flesh and blood and no favoritism as to locality or incident is shown. Every story is complete in its detail, though concisely told and "upstanding personalities on the trail from ocean to ocean, and from the Great Lakes to the Gulf of Mexico" are included. Some of the stories include: Statue of Liberty, New York; Bunker Hill Monument, Boston; Roosevelt Dam, Arizona; Old Church Tower, Virginia; Santa Barbara Mission, California; Cliff Dwellers, New Mexico; Totem Poles, Alaska; Lincoln's Home, Benjamin Franklin's Grave, etc. Each story is illustrated with authentic photographs. The book is suitable for school, library, and home use. (The Century Company, 353 Fourth Avenue, New York. Price $2.50.)

CORRECTIVE PHYSICAL EDUCATION FOR GROUPS, by C. L. Lowman, Claire Colestock, and Hazel Cooper: This book, written by California authorities, is a practical guide for teachers and students in the field of physical education. It is detailed and illustrations accompany the text. (A. S. Barnes & Co., 67 West Forty-fourth Street, New York. Price $4.50.)

PLAY DAYS, Their Organization and Correlation, With a Program of Physical Education and Health, by Helen Norman Smith and Helen L. Coops: Explains concerning play day, swimming, standards, physical education, and correlation with physical education and health programs. (A. S. Barnes & Co., 67 West Forty-fourth Street, New York. Price 75 cents.)

HOW TO MAKE LAMPSHADES, by Ruth Collins Allen and Curtiss Sprague: This is one of the series of Bridgman Books on Art Education, of which about twenty-seven have been published to date. The book contains designs, motifs, and decorative suggestions and instructions for both students and teachers. Mechanical directions are included with the artistic side. (Bridgman Publishers, Pelham, N. Y. Price $1.)

PLANS for the new East Oakland High School, to be constructed at Foothill Boulevard and Eighty-seventh Avenue, Oakland, Cal., have been approved by the Board of Education. The plans call for a $500,000 structure of English architecture, and construction is expected to be started within a month.

THE STORY OF THE AMERICAN INDIAN, by Paul Radin: This book covers the Indian life in the Western Hemisphere and the account begins before those people were touched by the Europeans. The material is in narrative form and tells of strange history, habits, and customs of the red men. To the majority this tale will be new and fascinating, and the information given is available for the first time probably to all readers except ethnologists and experts in this particular line. The illustrations deserve special mention. They consist of drawings, paintings, and reproductions that add much to the value and interest of the work. (Boni & Liveright, 61 West Forty-eighth Street, New York.)

HIGH SCHOOL POEMS, Collected by The Script Club, with a Foreword by Louis Untermeyer: The Script Club was formed at the West High School in Minneapolis, Minn., in 1919. Its purpose was to encourage creative writing. In 1924 this Script Club began collecting high school verse. The group of poems in this volume is the result of a country-wide interest in the experiment. The poems express a wide variety of interests. They prove that it is worth while to cultivate literature and love of the beautiful in the schoolroom. (Harcourt, Brace & Co., 383 Madison Avenue, New York.)

TESTS AND MEASUREMENTS, by Henry Lester Smith and Wendell William Wright: This volume calls attention to various good standard tests and sets up a method of evaluating tests. It is one of the latest and most modern books of its kind and covers the subject thoroughly and helpfully for teachers of all types. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)

HOW TO MAKE A CONCRETE FLOWER BOX, by Kenneth L. McCulloch, and HOW TO MAKE THREE PRACTICAL APRONS, by Abbie Hanna: These are self-instruction project pamphlets, of which the present series consists of twenty-six. Others are in course of preparation. Each pamphlet analyzes the project, and includes drawings, steps in construction, related information, and review questions. (Practical Arts Publishing Company, 44 Vista Avenue, Elizabeth, N. J. Price per copy, 15 cents.)

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The Department of Agriculture of the Kern County Union High School, Bakersfield, Cal., has issued an interesting pamphlet concerning the work accomplished by the students of agriculture during the past year under the direction of the agricultural faculty. The students have written articles that tell of definite progress made and the booklet is replete with achievements and ambition for future work. The agricultural faculty is composed of the following: H. K. Dickson, Harry L. Holmes, Ben B. Sutton, John L. Knight, Larry J. Banks, Walter Stiern, Herbert A. Anderson, and Robert Shreve.

Seven thousand dollars will be spent on the improvement and enlargement of the Ravenswood School at Palo Alto, Cal., as a result of the special tax voted.

A Guide to Literature for Children, by Walter Taylor Field: Teachers, parents, and librarians, and all those who are interested in forming right tastes in reading and in enriching the lives of children, will find this book a source of interest as well as an aid. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

Pageants With a Purpose—"The Vision of Sir Launfal," by Dorothy Clark and Georgia Lyons Unverzagt; "A Port of Dreams," by Katherine Linder Chapman; "The Anger of the Sun," by Marie Drennan: This is a group of pageants sold at various prices and published on the loose-leaf plan. (A. S. Barnes & Co., 67 West Forty-fourth Street, New York.)

Books Received

Essentials of Latin, by Charles A. Buffum. (Globe Book Company, 175 Fifth Avenue, New York. Price 67 cents.)

Exercise Book in French, by Harvey J. Swann and André C. Fontaine. (Globe Book Company, 175 Fifth Avenue, New York. Price $1.)

Teacher's Manual to accompany Hunter's New Civic Biology and Teacher's Manual to accompany McKinley, Howland, and Dann's World History in the Making and World History Today. (American Book Company, 100 Washington Square, New York.)

Advanced Biology, by Cyrus A. King, Florence I. Martin, and Margaret M. McCue. (Globe Book Company, 175 Fifth Avenue, New York. Price $1.34.)

Latin, First Year, by Ralph Van Deman Magoffin and Margaret Young Henry, with a playlet by Lillian B. Lawler. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)

Progressive Word Studies, A Complete Spelling Book by J. N. Hunt. (The American Book Company, 100 Washington Square, New York.)

Fundamentals of Spanish, by Louis Imbert and Francisco Piñol: A beginning course in Spanish. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)

Little Studies in Greek, by Jane Gray Carter: Thirty lessons suitable for high school or college. (Silver, Burdett & Co., 39 Division Street, Newark, N. J. Price $1.60.)

The Teaching of English, Avowels and Ventures, by Sidney Cox: A series of intimate talks on appreciation of literature. (Harper & Bros., Franklin Square, New York. Price $1.50.)

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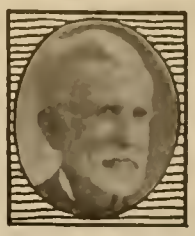

SEPTEMBER, 1928

H. S. Upjohn
Recently Appointed Superintendent of Schools, Los Angeles County, California

SPECIAL FEATURES

SOURCE MATERIAL FOR DISCOVERY DAY. (See page 3.)

DEPARTMENT OF RURAL EDUCATION, conducted by Helen Heffernan, Chief, Division of Rural Education of the State of California. (See page 9.)

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Whenever possible, buy from the firms who advertise in the magazine which represents the interests of the teachers of California—the SIERRA EDUCATIONAL NEWS.

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Los Angeles—Rational Dictation

On April 20 the Los Angeles Board of Education adopted Rational Dictation for exclusive use in all Los Angeles high schools.

Milwaukee—Gregg Shorthand

On May 3 the Milwaukee Board of Education adopted the Gregg Shorthand Manual and Gregg Speed Studies for exclusive use in all the Milwaukee high schools.

San Francisco—Rational Typewriting

On June 26 the San Francisco Board of Education adopted the New Rational Typewriting, 1927 edition, for exclusive use in all the senior high schools of that city.

Des Moines — Rational Typewriting and Rational Typewriting Projects

On July 10 New Rational Typewriting, 1927 Edition, and Rational Typewriting Projects were adopted for exclusive use in the Des Moines Public Schools.

Cleveland—Rational Dictation

In July the Cleveland Board of Education adopted Rational Dictation for exclusive use in all the Cleveland high schools.

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SOURCE MATERIAL FOR DISCOVERY DAY

Reprinted by Request

[This story, written by Ruth Thompson, also appears in adapted form in Book IV of The Modern School Readers, Thompson and Wilson.—Editor.]

We celebrate Discovery or Columbus Day each year in honor of Christopher Columbus, who discovered the West Indies on October 12, 1492. This perilous voyage led to the discovery of America and at the same time proved that the earth we live on is round.

Christopher Columbus was born about the year 1446 in Genoa, Italy. His father was a wool-weaver, but this work did not attract the boy. He went to school and studied Latin, mathematics, and astronomy and learned how to make maps and charts. When school was out, Columbus spent his time at the wharves watching the ships. Genoa was a busy spot and many sailors from many lands were there.

What strange and wonderful tales the sailors told the Italian lad of far-off countries; of pirates who are robbers of ships at sea; of strange people in other lands, and stories that held fascination for all boys, but particularly for Columbus, who had a strong love for the sea!

Day after day Columbus might be found at the harbor. The sailors told him of their fights with pirates who sunk ships, laden with rich treasures, to the bottom of the sea. They saved their best stories for him because he was so interested in all they could tell.

Often Columbus wondered why these voyages took so many weeks and it seemed to him that a shorter way might be found to China and to India.

As soon as he was old enough Columbus went to sea. He loved the life of a sailor, but oftentimes when in port he lived in Lisbon, the capital of Portugal. This country was the center of geographical knowledge of the day, and captains were exploring the coast of Africa and returning with their tales of the trips. Meanwhile the young seaman found time to study maps which his father-in-law, one of Prince Henry the Navigator's sea captains, left him.

These studies crystallized the thought that had been brewing in his mind for years. The thought was that the earth is round, not flat, as people believed it to be. They believed that if they were on the ocean and the vessel went too close to the ocean's edge—for they really thought the ocean had an edge—the ship would tumble off, and who knows what terrible fate might await those on the vessel should they survive? They believed, too, that great dragons were in the sea and would lash their tails, causing great storms or maybe, they would swallow the vessels!

Columbus's argument was that if the earth were round it would be possible to return to the starting point by sailing straight ahead in either direction. People wished to increase their trade with India. Many rich and beautiful things were brought from there, including silks and spices; and useful articles were sent in return from the people of Europe. The trip to India was long and tedious. How great a thing it would be to shorten the journey! So thought Columbus. He felt sure from different proofs that the earth was round.

Another proof had occurred to him when he was a lad sitting on the shore. In front of him was spread the great waters of the ocean. Off in the distance the sky seemed to meet the land. That was the horizon. When watching the ships go to sea, Columbus observed that the hulk of the ship disappeared first from sight and the mast was the last thing seen. This must mean that there was a curve to the earth or the entire ship would disappear simultaneously.

If you take an apple and stick a pin in it and trace a line around, you will each time find that you have returned to the pin, your starting point. This was Columbus's idea of the rotundity of the earth.

When Columbus told what he believed to be true he was laughed to scorn by all but a few. Those geographers who thought with Columbus that the earth was round did not have the courage of their convictions. They left it to him to prove. The proof lay in a voyage such as no other person had before attempted.

Columbus was a poor man. He was determined to prove that if the earth were round he could reach India by sailing west. No one knew how great a distance this was, how much food would be needed, how long the trip would take, or what terrible dangers might be encountered. People did not know the size of the earth or of the continents of North and South America, which lay in the vast bodies of water between the western coasts of Europe and the eastern coasts of Asia.

Now began a long struggle for Columbus. Year after year he visited the rulers of Portugal, France, England, and Spain.

Many years, twenty of them, he spent as a beggar, wandering from court to court. He was ridiculed, thought crazy, and deceived with false promises. His perseverance and courage kept him above the pettiness of those who laughed at him. His persistence at last won his reward.

One day, while on his way from the court of Spain to France, he stopped at the monastery of La Rabida, where he had left his little motherless son, Diego. He was weary and footsore. Among the kind monks he found ready listeners to his story. The head of the monastery had formerly been Queen Isabella's confessor. This monk decided that Columbus's plans sounded plausible. He begged him to remain a few days while he wrote to the Queen of Spain and urged her to make use of the opportunity which the seaman offered in his theory of a new route to the Indies.

Queen Isabella and King Ferdinand had formerly refused Columbus aid. They had asked him to talk before a learned council at Salamanca and those men had pronounced him a dreamer. "If the earth were round," they laughed and jeered at him, "the men on the other side of it would have to walk with their heads downward, while rain and snow must fall upward." Even King Henry VII of England had refused aid through Columbus's brother, Bartholomew; and Italy, Columbus's own country, would not give him aid or encouragement.

Now, the King and Queen of Spain had completed their conquest of the Moors. When they sent for Columbus this time they listened to him graciously. Queen Isabella told him she would sell her jewels to obtain money in order that he might take his trip. With what delight and thankfulness Columbus received this news!

Months were spent in preparation of the voyage. Three small vessels were built. The crews of the vessels numbered not quite one hundred. It was so difficult to get men to embark on the perilous enterprise that many criminals were given their choice between imprisonment or taking the voyage.

The ships were Named *Nina, Pinta,* and *Santa Maria.* They set sail from Palos, Spain, on Friday, August 3, 1492.

The Canary Islands were first reached. There repairs were made on the ships. Then the three ships set sail once again, but this time out on the unknown seas where no one had sailed before. The men were uneasy and frightened. For days the wind blew from the east and the men feared that they would never be able to reach home again.

As the leader of the expedition and the man with faith in the enterprise, it was Columbus who stood stanch and true and urged his men onward with cheering words. He was full of happiness and confidence in himself, but his difficulty was in inspiring his men with this same confidence.

Day after day, through calm and through troubled waters, the three ships sailed. Eagerly the lookout for land was kept. Once a meteor plunged from the sky to the sea and this was regarded as an unfavorable omen. Mutterings and threats among the sailors against their brave leader were heard. When signs seemed to point to the end of the journey, the days were brighter. Once large patches of seaweed were seen, but they were found to come from the strange Sargasso Sea in the middle of the Atlantic Ocean, which has floating seaweed.

When the sea was calm the men feared they would never reach land again. At those times they could jump overboard and swim in the smooth waters around the ships.

Once a group of angry sailors considered throwing Columbus overboard and returning to Spain and telling a story of an accident whereby he had been drowned. When they suggested returning home Columbus told them the king would be angry if they returned without discovering land.

At last true signs of land began to appear. Birds known never to fly far from shore were seen; a broken branch with berries on it was found floating in the water; pieces of wood carved by hand indicated that human beings could not be far away.

As evening of the day these things were found drew near, Columbus ordered that a strict watch be held. He himself stayed out eagerly scanning the horizon. Suddenly he saw a moving point of light in the distance. This was about 10 o'clock. He called some of his men. Hope rose high in their breasts as they saw what appeared to be a moving torch. The moon shone brightly at 2 o'clock in the morning and suddenly out across the silent waters came the signal of the firing of a gun. The cry arose from one of the ships, "Land! Land! We see land!"

Through the remaining hours of the night the men watched, and at daybreak, October 12, 1492, there, spread before their delighted vision, were the low-lying, clean-washed shores of an island.

Preparations for landing were made. Donning a scarlet uniform and carrying the flag of Spain, Columbus, accompanied by the officers of the ships, stepped ashore and took possession of the land for the King and Queen of Spain. Columbus kissed the ground and knelt in prayer. He took a branch and a handful of earth to carry to Spain with him on his return trip. He named the island San Salvador. It was one of the group of Bahama Islands, but Columbus thought it to be near India and for that reason he called the natives Indians. Hence we call that entire group of islands today the West Indies.

The return to Spain was a jubilant one. The brave sailors and their leader were received with joy and honor. The Indians, tropical plants, and birds were all in a parade with the sailors, Spanish soldiers, and Columbus.

Three voyages were made by Columbus to the New World after his initial trip. In 1493 he discovered other islands of the West Indies. In 1493 he touched the northeast shore of South America. Great disgrace fell upon the gallant seaman upon this voyage and he was taken back to Spain in chains accused of cruelty and bad government. When he had cleared himself he made one last voyage in which he skirted the shores of Honduras in Central America.

This last voyage was too much for Columbus. He was growing old and was weary and worn. He wanted rest and peace, but he had no money with which to care for himself. The good Queen Isabella had died and King Ferdinand proved himself ungrateful, for he would not assist him.

In 1506 the great discoverer and explorer died poverty-stricken and neglected. Though his body was once buried in Havana, Cuba, it has since been moved to Seville, Spain, where it rests today.

Columbus's voyage was the first of the great discoveries by sea. He died without knowing that he had started the explorations which led to the discovery of America. In view of this fact we often say that Columbus discovered America.

It was Magellan who later sailed around the world and proved that the earth is really round. But to Columbus, who fought for his ambitions, convictions, and ideals, who persisted in the face of ignorance and superstition, who conquered all obstacles in his path and sailed out into the "Sea of Darkness" and returned the conqueror—to his memory we owe honor and respect. It is a fitting tribute that the children all over the fair land of America should celebrate Discovery Day.

Topics for Talks or Compositions

1. The Lesson I Learn From Columbus.
2. Ideas of the World in Columbus's Time.
3. The Boyhood of Columbus.
4. The Life of Columbus.
5. Columbus's Discoveries and His Later Life.
6. The Results of Columbus's Perseverance.
7. Geography and Commerce in Columbus's Time.

Columbus

[This celebrated poem, which has been pronounced as America's greatest poem, appears in more school books today than any other poem. It should be memorized by pupils of the seventh and eighth grades and should be familiar to every American student. The poem was written by Joaquin Miller, the Poet of the Sierras, who lived on "The Hights," near San Francisco, for many years. The historic landmarks committee of the Native Sons of California, on September 9, 1928, dedicated a memorial plaque to Joaquin Miller and placed it near his celebrated chapel on "The Hights." The Honorable Joseph Knowland, Mayor Davie, and others officiated. The memorial recites among other things, that the great poem "Columbus" was written on "The Hights."]

BEHIND HIM lay the gray Azores,
  Behind the Gates of Hercules;
Before him not the ghost of shores,
  Before him only shoreless seas.
The good mate said: "Now must we pray,
  For lo! the very stars are gone.
Brave Admiral, speak; what shall I say?"
  "Why, say: 'Sail on! sail on! and on!' "

"My men grow mutinous day by day;
  My men grow ghastly wan and weak."
The stout mate thought of home; a spray
  Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
  If we sight naught but seas at dawn?"
"Why, you shall say at break of day
  'Sail on! sail on! sail on! and on!' "

They sailed and sailed, as winds might blow,
  Until at last the blanched mate said:
"Why, now not even God would know
  Should I and all my men fall dead.
These very winds forget their way,
  For God from these dead seas is gone.
Now speak, brave Admiral, speak and say——"
  He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
  "This mad sea shows his teeth tonight.
He curls his lip, he lies in wait,

With lifted teeth, as if to bite!
Brave Admiral, say but one good word:
What shall we do when hope is gone?"
The words leapt like a leaping sword:
"Sail on! sail on! sail on! and on!"

Then pale and worn, he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights! and then a speck—
A light! A light! A light! A light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its greatest lesson: "On! sail on!"

—*Joaquin Miller.*

Columbus Day

Do you wonder to see him in chains
Whom once the King rose from his throne to greet?
At Barcelona—the city decked herself
To meet me, roared my name; the King and Queen
Bade me be seated, speak, and tell them all
The story of my voyage, and while I spoke
The crowd's roar fell,
And when I ceased to speak, the King and Queen
Sank from their thrones, and melted into tears,
And knelt, and lifted hand and voice
In praise to God who led me thro' the waste.

And now you see me in chains!
Chains for him who gave a new heaven, a new earth,
Gave glory and more empire to the Kings
Of Spain than did all their battles! Chains for him
Who pushed his prows into the setting sun,
And bade West East and sail'd into the Dragon's mouth,
And came upon the Mountains of the World,
And saw the rivers fall from Paradise!

Eighteen long years of waste, seven in your Spain,
Lost, showing courts and King a truth—the earth a sphere.
At Salamanca we fronted the learning of all Spain,
All their cosmogonies, their astronomies;
No guesswork! I was certain of my goal;
At last their Highnesses were half assured this earth might be a sphere.

Last night a dream I had—I sail'd
On my first voyage, harass'd by the frights
Of my first crew, their curses and their groans.
The compass, like an old friend false at last
In our most need, appall'd them, and the wind
Still westward, and the weedy seas—at length
The landbird, and the branch with berries on it,
The carven staff—and at last the light, the light on Salvador.

All glory to God!
I have accomplished what I came to do.
I pray you tell King Ferdinand
That I am loyal to him even unto death.

—*Alfred Tennyson.*

[Eight children are to take part in the following recitation. Cards with the letters C, O, L, etc., should be made, one letter on each card, and each card then suspended around the neck of each one of the eight children. The word spelled will be "COLUMBUS." Standing in line, each child recites in turn the couplet beginning with the letter his card bears.]

First Child:
Crossing the wide ocean blue,
Unknown lands to seek,

Second Child:
O'er seas he sailed for days and months,
Till each brave heart grew weak.

Third Child:
"Let us go home!" the sailors cried.
"For land cannot be nigh."

Fourth Child:
Up stood Columbus, brave and great;
He would not heed their cry.

Fifth Child:
"My men, cheer up," he kindly said,
"And fear not wind or wave,

Sixth Child:
But know that He who doeth all
Will surely see and save."

Seventh Child:
Upon the eve of one dark night
A light gleamed far away;

Eighth Child:
So they watched and waited for the dawn,
And land before them lay.

All Children in Chorus:
Columbus! 'Tis for him our cheers
From sea to sea shall loudly ring;
Our happy land each hundred years,
We'll give a glad rechristening.

Our Land

Columbus came and found our land
A long, long time ago;
And that is why Columbus Day
Is kept each year, you know.

—*Lillian M. Jones.*

Columbus Day

In 1492, they say,
Four hundred years ago,
Columbus came and found our land,
Now that is all I know.
Although 'tis very little,
If you'll remember this,
I think it may in after years
Come not at all amiss.

—*Lillian M. Jones.*

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

EDUCATIONAL ORGANIZATION in California is in a ferment.

GRAPVINE RUMORS are abundant.

MORE TEACHERS and Superintendents changed positions this year than ever before in the history of the state.

THE PEOPLE do not want tenure of teachers if the action of hundreds of school boards is any indication of their thoughts.

SENATE CONSTITUTIONAL AMENDMENT No. 26, which will be No. 6 on the November ballot, is causing much discussion among school administrators in California.

STATE CENTRALIZATION of school affairs over a county centralization under a County Board of Education is being debated in many places. Trying to integrate such views with present ideas of popular democratic control (however unscientific) is proving provocative.

THE SAN ANSELMO GRAMMAR SCHOOLS, under Superintendent Wade F. Thomas, have started on an unusually busy year with more children and an intensive course of study work.

C. O. SHARPE, Superintendent of the Sausalito grammar schools, has developed a fine playground, at the new Central School, out of an almost impossible hillside.

THE MARIN JUNIOR COLLEGE at Larkspur, of which A. C. Olney is head, has increased 50 per cent in enrollment this year. Two hundred and twenty students are registered.

BRUCE H. PAINTER, Superintendent of the Petaluma city schools, has established two branch junior high schools in his high school district at Cotati and Penngrove.

MRS. H. J. O'NEILL is principal of the Cotati Grammar School. This is Mrs. O'Neill's second year as principal at Cotati and her fourth in the school. As Miss Mary Gleason, Mrs. O'Neill was for eight years head of the latin department of the Jefferson High School, Portland, Ore. She is a graduate of the University of Minnesota. The Cotati Grammar School has a corps of six teachers and an enrollment of 140 pupils.

THE SANTA ROSA CITY SCHOOLS during the last seven years have been under the careful supervision of Superintendent Jerome O. Cross. The educational growth of the city system has been most substantial. The junior college has increased from 26 to 260 students, the high school has donbled in numbers, four new beautifully designed grammar school buildings have been erected, and a magnificent high school and junior college plant has been completed on a large new tract of ground near to the Luther Burbank Memorial Park. A new shop building was added this last year to the high school units, and the building of a high school gymnasium is being planned.

The total enrollment of the Santa Rosa city schools is around three thousand. The elementary pupils number seventeen hundred and the junior high school, senior high school, and junior college students total twelve hundred. There is a kindergarten at each of the four grammar schools. The rest of the system comprises one junior high school, one senior high school, and one junior college.

Mr. Cross's superintendency has been noteworthy in the steady growth of the school system and the harmony between Superintendent, Board of Education, and teachers. The same Board of Education has been in office this entire time. While the salary schedule of Santa Rosa is not high, the changes of teaching personnel are very few. A member of the state bar, Mr. Cross brings to his present situation legal knowledge and a thorough understanding of present educational conditions and a breadth of view gained in previous educational work as principal of the high school in Ogden, Utah, and Pasadena, Cal., and as Superintendent of the Fresno city schools.

H. R. BULL, Superintendent of the Healdsburg Grammar School, is on the Sonoma County Board of Education. R. B. Haydock, Superintendent of Oxnard grammar schools, member of the Ventura County Board of Education, and Mr. Bull are among the two oldest county board members in point of service in California.

GEORGE L. LOCEY has been elected principal of the Sebastopol Grammar School. This last year Mr. Locey was principal of the Goleta Grammar School, Santa Barbara County. The three years previons, Mr. Locey was vice principal of the Sebastopol Grammar School under O. F. Staton, present County Superintendent of the Sonoma County schools. In consequence, Mr. Locey is well acquainted with the educational problems of Sebastopol. Chico State Teachers College is Mr. Locey's alma mater.

HAL CAYWOOD was elected this summer to the principalship of the Goleta Grammar School. Last year Mr. Caywood taught in the Santa Maria schools.

MILO S. BAKER is head of the biology department of the Santa Rosa Junior College.

THE TRINITY COUNTY SCHOOL INSTITUTE was held recently at Weaverville under the direction of Miss Lucy M. Young, County Superintendent of Schools. Among the speakers were Mrs. David E. Martin, Deputy Superintendent of Alameda County schools; Doctor Daisy Hetherington, and Richard Smith of Ginn & Co. Mr. Smith spoke on "Music Appreciation" and gave some delightful renderings of songs in illustration of points in his address. Mr. Smith, a recent graduate of Dartmouth and a member of his college glee club, has just commenced his work in California for Ginn & Co., after previous preparation in the home office in Boston and field work in the Midwest.

JOHN W. WEST, Superintendent of the Albany schools, and the Board of Education carried on an active bond campaign for $200,000 for school use. The election was on September 15.

B. W. CASE is principal of the Albany Junior High School. This is Mr. Case's first year in his present position. For nine years previous, Mr. Case was principal of the Lake Avenue Grammar School, Watsonville. The Albany Junior High School numbers 183 students.

J. H. NAPIER, Superintendent of the Emeryville grammar schools, completed this last year the Emeryville Forty-first Street School. This school, a two years' project, was built out of current tax money at a cost of $24,000. The building was designed by the mechanical drawing department, supervised by the clerk of the board, an engineer, and built without the assistance of an architect. The six rooms and auditorium of the school are plainly designed, but with every provision made

for educational procedure. H. W. Johnson, a graduate of Oregon State College, is principal of this school.

Lewis W. Smith, Superintendent of Berkeley schools, is fast winning his way among California school people. In Berkeley he has been getting acquainted with the problems of the system and working for gradual growth and development.

M. C. James, Assistant Superintendent of Berkeley schools, left the middle of September for a month's vacation. Mr. James will visit in Kentucky and travel in the Midwestern and Eastern states.

The completion last December of the Berkeley Board of Education Building saw the first structure of this nature in the bay area for school executive departments. San Francisco, Oakland, and Alameda have their school executives housed in their various city halls adjacent to the police departments.

The new Berkeley Board of Education Building is an attractive three-story building of cut-stone foundation, light brick walls, and cast cement ornaments. The ground floor houses the school supplies department, and the first floor is given over to the administrative offices and the business office suite. The second floor is occupied by the offices of the several supervisors and directors of special departments. On this floor is also a professional library room and an assembly room for meetings of various kinds.

The cost of the building, exclusive of architect fees, was $62,994.22. James W. Plachek of Berkeley was the architect. The general planning of the Berkeley Board of Education Building was made during the superintendency of Doctor H. B. Wilson.

GEOGRAPHIC NEWS BULLETINS

The National Geographic Society, Washington, D. C., announces that it will resume publication of the *Geographic News Bulletins* early this fall. All teachers who wish to receive the bulletins are asked to send their requests to headquarters by the middle of September.

The bulletins are presented to teachers by the society because of the recognized need for the latest geographic news: new boundaries, new capitals, new shifts in world trade, new archaeological discoveries, and new explorations.

Teachers who ask for the *Geographic News Bulletins* receive thirty issues during the school year. Five bulletins accompanied by illustrations and maps appear in each issue. A request for the bulletins should be accompanied by 25 cents to cover mailing costs.

MANUAL OF NATURE EDUCATION

Carroll DeWilton Scott, supervisor of nature study in the San Diego, Cal., schools, is one instructor who not only knows his subject, but knows how to make it so interesting to his pupils that his lessons become a vital part of the school course. Mr. Scott has accomplished a number of interesting projects in his work. One of the most recent is his volume, "Manual of Nature Education for San Diego Elementary Schools." In his introduction the author states that the pamphlet "is a collection of plain facts about San Diego nature intended for ready reference for the busy teacher . . . It is the raw material for a thousand projects." This latter statement is very modest, one finds upon reading the manual. It is not known if the manual is available to the general public or not, but it would be valuable in any county in California.

DAVID A. WARD

"Education a Life Process" is the title of an article by David A. Ward, Superintendent of Schools, Wilmington, Del., appearing in the August 27, 1928, issue of the *Journal of Education*. Comment is made by the editor in his "Personal and Professional" column concerning Superintendent Ward. The comment follows:

David A. Ward, Superintendent, Wilmington, Del., whom the Rio Grande College of Ohio honored with a doctorate in June, is rendering notable service to the state as well as the city. Few city superintendents have had an opportunity to do as much for any state as he is doing for Delaware. Indeed, few states have been able to do as much for all of the children as Delaware is doing. The wealth of the Duponts is being used abundantly and skillfully under the leadership of State Superintendent H. V. Holloway, with whom Doctor Ward works heartily. Half of the population of the state is in Wilmington, which gives Doctor Ward a great responsibility as well as opportunity. He is one of the most distinguished alumni of Rio Grande College, and is preëminent in educational leadership in the National Education Association.

FRANK A. HENDERSON ELECTED BURBANK SUPERINTENDENT

By W. M. Culp

The election of Frank A. Henderson, for the last eight years principal of the Orange High School, to the superintendency of the Burbank city schools, this July, was one of the most noteworthy appointments among school executives in California this year. Burbank, in close proximity to Los Angeles, is one of that city's fastest growing suburbs. The population of the city, now over 30,000, is increasing rapidly. Mr. Henderson takes over an excellent system of schools developed during the last ten years under Leonard F. Collins, who is now Superintendent of the Chino city schools. The Burbank system comprises one senior high school, one junior high school, and six elementary schools.

Frank A. Henderson

Mr. Henderson has been one of the most popular of the high school principals in Southern California. The Orange High School owes the excellence of its present physical plant and the quality of its scholastic work to Mr. Henderson's careful guidance. During Mr. Henderson's Orange principalship, new building units were added and the entire high school plat arrangement was changed.

While this is Mr. Henderson's first superintendency in California, it is his third position of that caliber. Before coming to California, Mr. Henderson was Superintendent of Schools of Clarinda, Iowa, for six years, and Superintendent of Schools of Lead, S. D., for three years. Previous educational experience included one year as principal of the Pawnee City, Neb., academy and three years as principal of the Clarinda, Iowa, high school.

In 1920 Mr. Henderson was slated to go to Kearney, Neb., Teachers College as head of teacher training, but declined this position and was for a little while Superintendent in Fort Morgan, Colo. Resigning this position, Mr. Henderson accepted the Orange High School principalship.

Mr. Henderson is a graduate of Tarkio College, Missouri, and has done further study in Iowa University. In 1916 he received an A.M. degree in education with Superintendent's special diploma from Teachers College, Columbia.

Thoroughly interested in education, Mr. Henderson has been identified for several years with the Southern Section, C. T. A., and is both a member of the executive committee of the Southern Section and a member of the state council.

Besides being a thorough educator, Mr. Henderson is a Mason, a Rotarian, and a Presbyterian. Burbank has made a good choice.

GIST ON STATE TEACHERS COLLEGE FACULTY

ARTHUR S. GIST has become a member of the San Francisco State Teachers College faculty this fall. He is at the head of the training school and in charge of practice teaching. For the past year he has been principal of the Burbank School in Oakland, but comes originally from Washington and is a graduate of the University of Washington. He has lectured on education in summer sessions in the Universities of Washington, Utah, and California.

Mr. Gist is at the present time president of the Department of Elementary Principals of the N. E. A., and has been the editor of the third, fourth, fifth, sixth, and seventh yearbooks of this department. He is also the author of "Elementary School Supervision" and coauthor of "The Teaching and Supervision of Reading." Another of his books which should be a distinct contribution in its field is "The Administration of an Elementary School." This book was a late spring publication.

Mr. Gist was a member of the summer session faculty of Peabody College, Nashville, Tenn., before taking up his work at the San Francisco State Teachers College.

SCHOOL SUPPLY BUSINESS PROGRESSIVE

"THE ASSOCIATION BULLETIN" for July–August, 1928, published by the National School Supply Association, carries an article by C. C. McNeill of the C. F. Weber Company, San Francisco. The article is the text of a sales talk delivered to the employees and salesmen of C. F. Weber & Co., San Francisco. The purpose of the talk was to direct the salesmen's thoughts to the importance of the school supply industry by "tracing its development to its present level through the past few decades; from a somewhat dubious business of 'peddling' whatever could be sold to the schools quickly and at large profit" to the present time when the business is one "of more dignity and a commercially recognized national industry."

Mr. McNeill stresses honesty and upright dealings in the school supply business, as in other lines. He declares that changes in school furniture are made in response to a demand, and not according to the ingenuity only of firms to make sales. Regarding the school furniture salesman, McNeill states that the salesman "is the modern Columbus who forced improvements oftentimes on a reluctant public and kept America's schools in the front line of progress."

RADIO EDUCATION

MATERIALS for the construction of radio receiving sets will be provided all centers of learning in Cuba, from the University of Habana to the smallest school, in order that pupils throughout the country may receive the benefit of a series of popular lectures to be broadcast from the ministry of public instruction. The subjects to be presented include agriculture, industry, commerce, science, literature, and civic questions. The receiving set for each school will be constructed by pupils of the school.

MISS HEFFERNAN ON NATIONAL COMMITTEE

DOCTOR ORVILLE G. BRIM, professor of rural education of the Ohio State University, has extended an invitation to Miss Helen Heffernan, chief, division of rural education, California, to participate in the preparation of the thirty-first yearbook of the National Society for the Study of Education. This issue will be on the subject of rural education. Other educators who will collaborate in this undertaking are Doctor Fannie Dunn of Columbia University; Mrs. K. Cook of the Bureau of Education, Washington, D. C.; Doctor Butterworth of Cornell University; Doctor Frost of Peabody College, and Doctor Works of the University of Chicago.

SHORTHAND IN TIENTSIN, CHINA

SOME INDICATION as to what some of the American troops, now stationed in China, are doing with their spare time between revolutions is given by a report from the *North China Star*, local newspaper of Tientsin, China. The headline reads, "Tientsin Writers Win Certificate in American Test. Shorthand Experts Honored," etc., and in detail tells of the awards made to those who have taken up the study of shorthand under the guidance of Mrs. Grace Norman, "who by way of celebrating their success in the American system is presenting a handsome loving cup for the house sports of Tientsin Grammar School."

Of the instructor, the newspaper goes on: "Tiring of inactivity, Mrs. Norman, who has never worked in an office, took up the study of shorthand as a hobby two years ago, and has accomplished a lot of good in the city with the money she has received."

Mrs. Norman has now won the Gregg shorthand gold seal teachers' certificate, the highest honor among professional teachers, and was awarded a solid gold and pearl pin by the art and credentials department of the *Gregg Writer* as a tribute of appreciation for the work she has accomplished in China.

BANKS AND SCHOOLS COOPERATE

"SCHOOLS ARE RISING FOR TOMORROW" is the title of a full page advertisement which recently was run in various daily papers in the bay region by the Oakland Bank. The schools of Oakland, "a home-loving city," are favorably commented upon, and the spirit of Oakland's progress in its school construction and civic institutions in connection with preparation for greater needs of the future were stressed by the bank, which declared itself as ready to serve these needs "most efficiently." Willard E. Givens, Superintendent of the Oakland schools, in commenting upon this said he was "interested in seeing the attitude expressed by some of the leading financial institutions of the West toward the public school and its work."

IT IS REPORTED that the Sacramento Junior College, Sacramento, Cal., is the largest junior college in California and the fastest-growing institution of its kind in the United States.

DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan

Chief, Division of Rural Education of the State of California

[Helen Heffernan has arranged to conduct a Department of Rural Education for The Western Journal of Education for 1928 and 1929. The publication of the various activities, methods, and reports of the progressive work, representing the entire State of California, will be of great value to teachers and officials. Miss Heffernan's work places her in personal contact with all phases of educational work. She brings to the work her university training, her successful experience, her ability as a writer, and those personal qualities which stand for leadership.—Editor.]

Chief Types of Arithmetical Errors

By Eleanor V. Gratz

We have said much and written more within the last two decades about the child being the center of school attention. In many ways his position has been greatly improved, but he is entitled to much more study and attention than he has yet received. If he really is the pivot about which the school work turns, his improvement and growth, then, should be a prime interest with the teacher. Only too often, however, we find her doing for the child entrusted to her care just about as she and her parents before her were done by. In other words, we find her, regardless of the exposure to the new ideas in education, carrying on her work in old traditional ways.

The day of merely checking an example as incorrect, counting the checks, multiplying by the subjective value of each exercise, subtracting from one hundred, grading the paper as seventy, eighty, or sixty, as the case may be, is gone. The very errors that he has made are of more importance than those he did not make. There is a tragic persistency about the errors made that should cause the thoughtful, observing teacher to be determined to prevent his making mistakes if it is within her power to do so.

The modern teacher must be a diagnostician of errors—a student of why errors are made, wherein they lie, and the causes, with remedies for same and preventive knowledge. Too frequently she merely follows in detail the practice materials provided by textbooks, leaving the pupil to his own devices. Too frequently she is untrained in the analysis of the mental processes and is unable to supply the guidance necessary for correct work. The study of the number language is not easy. In fact, many are agreed that it is the hardest to learn and the most poorly taught. The average teacher can multiply a three or four digit multiplicand by a two or three digit multiplier or add a number of two, three, and four digit addends together or subtract a three digit subtrahend from a four digit minuend with a fair degree of speed and accuracy. But how often does she pause to analyze each process into its component parts and scrutinize it carefully from the angle of the abilities a child needs to possess and exercise and become master of before he reaches the point of reasonable speed and absolute accuracy? Many teacher and textbook writers seem to assume that all that is necessary to add a column is the learning of the individual addition combinations, after which the child may be directed to add, and the assumption is that he will do it. Many careful experiments are being made of the eye movements made by children in adding. The results show that a large number of different devices are being used by children, indicating clearly that there is a decided lack of any systematic method of approach.

All of the genuine teaching of arithmetic must be done by teachers. Before the subject can be taught, the leader must study and understand the mental processes of the pupil. She must analyze the complexities of the subject, trying to see it, not from her adult point of view as a process which gives a certain answer, but from the young learner's angle as a complex composite ability involving many unitary abilities graduated in difficulty and dependent one upon the other. Our number system is a highly abstract system representing one of the outstanding intellectual achievements of the race. Children frequently meet with difficulty and failures in learning to handle it. The remedy which has been applied has been drill and more drill, vainly hoping for absolute accuracy. We know now, from our better understanding of the learning process and the child generally, the difficulties he encounters. The teacher must be able intelligently to direct him to methods of procedure which will be productive of correct results.

Much diagnostic work has been done in the last five years. A careful study of the line of attack used by children is a revelation, indicating that children make many errors because of peculiar habits formed either from home influences or in independent efforts to get it done. For example, a normally intelligent boy of a fifth grade is having much difficulty with his arithmetic. His work is diagnosed, revealing that he has six specific habits, all of which lead to inaccurate results. In the first place, he is uncertain of his combinations, frequently "guessing" wrong. He then falls back on counting. He may or may not get the correct result. It is slow and in many instances results in an answer one too large or one too small. His third habit is the postponing the addition of the number carried until the next column has been added, resulting in his forgetting it entirely. A fourth habit is an irregular procedure up and down the column, searching for easy combinations. He loses his place and omits numbers. A fifth habit is observed. On writing the answers he interchanges the positions of the numbers, and what should be fourteen is written forty-one. A sixth habit is that of carrying a number when there was none to carry. This same boy had eight such habits in subtraction, ten in multiplication, and fourteen in division. His is not a rare case, for we find others doing exactly the same thing. A mistake is a serious thing, and once made we are never sure it will not be made again in the selfsame way. The nervous system has no discriminating ability, and in terms of habit formation a wrong answer is just as positive as a right answer.

What are some of the typical errors made by children in the fundamental processes? The following tables will show the results of a careful diagnosis of 2950 errors by a large number of children in the four fundamental processes when tested by the Woody–McCall Fundamental Test:

Table I—Analysis of 899 Errors in Addition

Classification of Errors—	*Number*	*Percentage*
Incorrect carrying or failure to carry	370	41.2
Incorrect addition	264	29.4
Incorrect reduction or failure to reduce (not a grave error)	115	12.8
Subtract instead of add	47	5.2
Multiply instead of add	42	4.7
Incorrect placing of decimal point	40	4.4
Incomplete addition	13	1.4
Miscellaneous	8	.9
	899	100.0

Table II—Analysis of 626 Errors in Subtraction

Classification—	*Number*	*Percentage*
Incorrect "borrowing" or failure to "borrow"	189	30.2
Incorrect subtraction	147	23.5
Incorrect reductions or failure to reduce	112	17.0
Additions instead of subtractions	101	17.0
Confusions of subtrahend and minuend	28	4.5
Multiplications instead of subtraction	24	3.8
Incomplete subtractions	10	1.6
Omissions or additions of a number	10	1.6
Division instead of subtractions	5	.8
	626	100.0

Table III—Analysis of 933 Errors in Multiplication

Classification of Errors—	*Number*	*Percentage*
Incorrect carrying or failure to carry	234	25.1
Incorrect multiplications	216	23.2
Additions instead of multiplications	131	14.0
Incorrect placing of decimal point	73	7.8
Subtractions instead of multiplications	46	4.9
Incorrect reductions or failure to reduce	51	5.5
Incorrect additions	39	4.2
Incomplete multiplication	37	4.0
Omissions or additions of a term	32	3.4

TABLE III—*Continued*

Failure to employ both parts of a fraction	27	2.9
Incomplete bringing down	27	2.9
Multiplications of both parts of fraction by one	12	1.3
Confusions of numerator and denominator	5	.5
Division instead of multiplication	3	.3
	933	100.0

TABLE IV—ANALYSIS OF 492 ERRORS IN DIVISION

Classification—	*Number*	*Percentage*
Incorrect division	173	35.2
Incorrect inverting or failure to invert	59	12.0
Incorrect placing of decimal point	51	10.4
Incomplete division	47	9.6
Incomplete subtraction	36	7.3
Multiplication instead of division	29	5.9
Incorrect reduction or failure to reduce	27	5.5
Use of incorrect denominator for remainder	21	4.3
Subtractions instead of divisions	15	3.0
Additions instead of divisions	11	2.2
Incorrect multiplications	10	2.0
Failure to use correctly both parts of fractions	7	1.4
Omission or addition of zero in quotient	3	.6
Incorrect placing or bringing down	3	.6
	492	100.0

In an examination of results given in these tables and in tests given in many other places, the returns are so nearly the same as to establish the claim of typical errors. One of the striking errors is found in carrying, another in the handling of the zero. Children with special training in the use of the zero make about the same proportion of errors as those who have had no training. Counts concludes that the handling of this symbol is a mental function peculiarly irresponsive to training. He has made a study to attempt to discover the different types of errors made in different sets of papers by eighth-grade pupils and fifth-grade pupils. The typical errors in addition are one too many or one too few, as:

9	6	3	1	2
7	9	2	5	7
17	16	6	7	8

This may be due to counting.

Bridging the tens is a much more difficult operation in subtraction than in addition. The average number of errors made in combinations whose sums were greater than ten was 11.9 per cent, and with numbers whose sums were less than ten 4.6 per cent, which, in subtraction, if the minuend is more than ten, there are 18.7 per cent errors and 2.9 per cent if the minuend is less than ten. Typical errors in subtracting are:

11	12	1
7	7	0
5	4	0

A striking difference exists between the distribution of errors made in multiplication and those in addition and subtraction. In multiplication, it is those combinations into which zero enters as one term that the largest number of errors is made. 0×4 and 0×7 give more trouble than 4×0 or 7×0. Counts lists some typical errors in the handling of zero in multiplication. The fact that the errors go in pairs is striking.

a		b		c	
0	4	0	4	0	4
2	0	2	0	2	0
2	0	0	4	2	4
7	0	7	0	7	0
0	5	0	5	0	5
0	5	7	0	7	5

The variety of responses here would clearly indicate that the child has no conception of the meaning of zero.

Following is a summary he makes of fairly typical difficulties that children encounter:

1. In addition those combinations whose sums exceed ten cause more difficulty than those under ten.
2. In simple subtraction, bridging the tens is found to be a relatively more difficult operation than in addition.
3. Practically all errors made in multiplication are made in situations in which zero enters as one term. A more difficult mental operation to multiply a quantity by zero than to reverse and multiply zero by a quantity.
4. In simple division the most frequent error is in dividing a number by itself. The result given is zero, showing a confusion between division and subtraction process.
5. In long division the demand for multiplication calls for most errors.
6. Typical errors in fractions show a slavish adherence to mechanics rather than any understanding of the meaning of the process.

Many of these errors are unquestionably the result of poor teaching. Meyers says that the prevailing mode of number teaching consists, to a large degree, in leading children to make mistakes and then in vainly trying to correct these same mistakes. We find that many errors wherever addition is involved are due to counting. That selfsame habit was suggested by methods used in presenting the combinations in positional learning,

1	2	3	4	5
1	1	1	1	1

the very nature of which suggests counting. The same criticism can be made of the teaching of multiplication facts in tabulated form.

Any test merely registers errors after the damage is done. The hope of improving instruction in number work lies in developing in the teacher habits of keeping careful continuous records of her children's difficulties, of anticipating them, of helping them to avoid pitfalls and of effectual correction of each one in its first appearance. She is more largely responsible for their errors than she is aware. The child must be made conscious of his errors before a remedy can be effective. Success will depend upon the child's own energetic attack. When he is aware of the object of her investigation, a few simple examples worked aloud, observing his procedure, will be illuminating. Tapping, counting in various ways, faulty statements, and roundabout methods will be found. A graduated list from simple to difficult will show on what level he is failing.

When the diagnostic work has been done, remedial work must follow to help correct the errors already made and to help prevent a similar occurrence in the future. Someone has said that if a teacher wishes to secure better results, it is more valuable for her to know what kinds of errors cause the trouble than it is to know that, measured by a certain scale, he belongs in the fifth grade.

It is encouraging to know that Buswell in his "Diagnostic Studies in Arithmetic" is offering very specific help to teachers. Clapp and Osburn are likewise making available research material which until the very recent years was unheard of. That which in the past was looked upon as the easy phase of number learning is coming into prominence as a most difficult side and very worthy of study.

A Project in Geography

OAK GROVE SCHOOL, MONTICELLO, CAL.

A FEW WEEKS AGO I had a letter from a little fourth-grade girl in Fort Worth, Texas, expressing a desire to know something about California products. She said they were studying California and asked if our classes would exchange samples of products with her grade. When I brought the matter before the classes, they responded with enthusiasm. I assigned the geography lessons to suit the project and the children went to work. For the next few days, every spare moment in school was put in at the "Armour Produce Map" on the wall. The requirements were that they must find out the products of both states—California and Texas—and write about them to the little girl's grade. I promised that the best letter would be sent. Even the parents got interested. The mother of a second-grade pupil

wrote quite appealingly asking that her son be "let in on the work the geography classes were doing." In the writing periods it was very amusing to me to see how eagerly little fingers clasped pens, and how often spelling books had to be consulted, and dictionaries, and how occasionally a little chap would lay down his pen, arise from his seat, and walk over to the Armour Map and consult it for further assurance.

Millicent Burg's letter was neatest and stated most accurately and clearly the products of Texas that we wished most to see, so her letter was sent. In about two weeks a sample box of Texas products came. Our pupils were so gleeful they could hardly keep their feet on the floor—they wanted to skip and hop. After a day or two we took up the question of a return box. Every student in school wanted a part in the scheme. More parents became interested. One of the parents sent us word that Berryessa Valley alone had twenty-one various products. So the children went to work to get them all. When we got the box filled it was a feast for the hungry—Egyptian corn, red and white popcorn, almonds (green ones and ripe ones), black walnuts as large as volley-balls, a jumbo lemon, orange, and grapefruit that made little mouths water to look at that hot afternoon; two of the larger boys jumped the fence that day and clipped from some sheep two different kinds of wool which went into the box along with the barley, oats, prunes, cranberry beans, etc. It cost almost $1 to send the box, but no one objected to that; grimy little hands cashed in their pennies with not a tinge of regret.

After the box had gone the children wished to know about the products of other states—sugar cane, cactus candy, yams, Florida oranges compared with California's, how Indiana corn and wheat look, what sort of wheat *hard* wheat is, what kind makes the best flour for light bread, what sort of corn makes yellow meal, what white. As I happened to have friends or acquaintances in most of the states the children were interested in, there came another series of letter writing for samples.

I have asked the children to make a study of the state he selected and some Friday give orally what he has learned about it. Thus there will be a good lesson in oral English. The others will ask questions.

If by giving names or in any other way I may be of service in helping other teachers in this work, I shall be glad to do it.

Alice F. Bradshaw,
Oak Grove School, Monticello, Cal.

P. S.—We are expecting boxes from other states soon, and of course will exchange, thus interesting our pupils more and more in our California, and in geography in general.

Song of the Busses

By Alice Richards Hand
Teacher of Oral English, Antelope Valley Union High School

[Some of these children come from a distance of thirty-eight miles every day to school!]

In a shed built low, we stand in a row,
Ten of us, all a-dreaming!
And the weeks slip by; gone is July;
An August sun is streaming!
September at last; the summer past;
Then ho—to start a-rolling!
A check-up stern; low sheds we spurn
And over the roads we're bowling!
No greyhound fleet, with streamline sweet
And motor softly purring!
Stanch lumbering hulk, on the road we bulk,
And the world can hear us stirring!
But the grind of our gears is a salvo of cheers
For the lads and lassies waiting
To be gathered in—each young peck o' sin—
'Tis a heartening load we're freighting!
A plucky lot—for it's cold—or hot,
And the miles are long and weary.
But hearts are gay; they beguile the way
With matters fit and cheery!
Elizabeth Lake and Muroc we make—
Their sons and daughters bearing!

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To far Belleview and Red Rock, too,
Behold our fleet a-faring!
Huge trucks we meet and brotherly greet;
They strain with the loads they are hauling.
Green bales from the field, an orchard's yield,
The market beyond them is calling!
But our goal—white halls, within whose walls
Young souls are loam for the planting;
Where seed is sown and first fruit grown,
With harvest rich—God granting!

So it's ho for the road and our heart'ning load—
To do our bit, we're yearning!
As from far and wide, o'er the country side,
We bear young things to their learning!

California Rural Supervisors, Northern Section, Hold Meeting at Chico, September 13, 1928

THE NORTHERN SECTION of the California Rural Supervisors Association met at the Hotel Oaks in Chico on Thursday evening, September 13. The organization, which began with twelve members a year ago, had forty-two people in attendance at the banquet and meeting. It was interesting to note that eleven of the twelve original members were in attendance.

Nine County School Superintendents were in attendance and became active members of the association. The Superintendents present were: Mrs. Portia F. Moss, Placer County; Miss Bertha Merrill, Shasta County; Mrs. Lena C. Crabtree, Modoc County; Mrs. Minnie M. Gray, Sutter County; Mrs. Vivian L. Long, Plumas County; Miss Perle Sanderson, Colusa County; Jay E. Partridge, Butte County; Mrs. Agnes Weber Meade, Yuba County; Mrs. Jessie B. Madison, Lassen County.

Mrs. Ethel Saxon Ward, president of the sectional association for 1927–1928, called the meeting to order. Officers for the year 1928–1929 were elected as follows: Miss M. L. Richmond, president; A. L. Case, first vice president; Mrs. Eddie Rae Long, second vice president. Mr. Ralph Camper was rëelected secretary-treasurer.

Miss Helen Heffernan, chief, division of rural education, addressed the meeting. She evaluated the work of the association during the past year. The outstanding accomplishment was the production of a course of study in music for rural schools which was a product of a committee of music supervisors of the Northern Section. Credit for excellent work in this connection was given to Miss Josephine Murray, chairman, formerly music supervisor of Tehama County, and to the other members of the committee: Mrs. Stephenson, formerly of Sutter County; Miss Kyle of Solano, Mrs. Royer of Yolo, and Miss Phillips of Sacramento. This course of study is available in the division of rural education.

Miss Heffernan presented plans for a Rural Education Day to be held at the Chico State College on December 17. Doctor Melvin Sumner Pittman, a national expert in rural education, director of rural education at Ypsilanti Normal College, Ypsilanti, Mich., is to be the principal speaker. The morning session will be devoted to consideration of topics of professional interest to teachers and Superintendents, the afternoon session will be particularly devoted to problems of interest to the lay public. Attendance of lay people interested in equalizing opportunities for rural children was urged.

The year's program for the association was discussed and four major problems were assigned to committees for study throughout the year. Mrs. Edmands of Colusa County is chairman of a committee to study "Economy and Efficiency in Rural Education Through Combinations and Alternations of Classes."

Hubert White will serve as chairman of a committee to study "Units of Work for Individual Learning." Mr. Case will direct a committee on "Teacher Rating." Miss Heffernan sought the assistance of a group to prepare "A Minimal List of Qualities of Pupils Which Should Be Reported From the Elementary School to the High School."

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Every member of the organization became a member of one of the four study groups for the year's work.

Miss Arta Bradt, Mrs. Elizabeth N. Towle, Mrs. Eddie Rae Long, and Mr. Partridge were appointed a permanent entertainment committee.

The next meeting has been called for December 17 at a luncheon in honor of Doctor Melvin Sumner Pittman.

Geography and Junior Red Cross Suggestions

By Eva D. Edwards

Elementary School Supervisor, Alhambra, Cal.

There is perhaps no more efficient way of making geography in the grades purposeful and interesting than by working through the international correspondence established by the American Red Cross.

It may not be entirely understood that the Junior Red Cross no longer requires individual membership of the child in order that he may become a working part of this international organization. A whole one-teacher-school has membership through the one 50-cent subscription to *Junior Red Cross News*, a monthly publication by means of which news of the lives and interests of children round the world is sent out in most readable form, beautifully illustrated. In city and town schools one subscription to each room is required. Aside from voluntary service funds there is no other expense.

To all schools thus enrolled in the Junior Red Cross a chance is offered to exchange letters, folios, and tokens of friendship with children in many lands. Unless you can enroll through your local Red Cross chapter, write to headquarters Pacific division, address given below, for full instructions for international school correspondence. They will send you, with other materials, a pamphlet known as ARC 621. Follow instructions carefully, keeping in mind, however, the fact that relations cannot be established immediately between your school and the one with which it is paired. Your folios or letters have to be translated into another language and the materials sent to your school have to be put into English. Sometimes this is accomplished with little loss of time. Sometimes there is a long wait.

Meantime, have your own sendings as nearly perfect as possible. Home geography, national as well as local, can be summarized in most interesting form—a compilation from the research work of the class. This can be most effectively illustrated by pictures brought in by all the members of the class. Freehand drawing is often put to good use. The foreign books have excellent hand work. Keep prominent the importance of sending to these friends overseas as interesting descriptions of life and environment as we should like from them.

When at last a well-illustrated folio, with neatly written descriptions of hitherto unknown or unappreciated customs, occupations, and ideals comes to your class, bearing the personal touch of interest and friendliness from children of Japan, South Africa, Switzerland, or any other of the forty-five countries from which you have choice, you will feel that more has been accomplished in not only "geography as such," but in world friendliness, world citizenship, intelligent understanding, and real desire to know, than in any number of text pages outlined, recited, and graded.

The Pacific division headquarters of American Junior Red Cross is located at the Civic Auditorium, Larkin and Grove streets, San Francisco, Cal. Letters will receive immediate attention.

Science, art, literature, philosophy—all that man has thought, all that man has done, the experience that has been bought with the sufferings of a hundred generations, all are garnered up for us in the world of books.

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New views to life and teach us how to live;
They soothe the grieved, the stubborn they chasten;
Fools they admonish, and confirm the wise;
Their aid they yield to all; they never shun
The man of sorrow, nor the wretch undone;
They fly not sullen from the suppliant things,
But show to subjects, what they show to kings."

From "The Treasure House," Gertrude Buck.

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NEWS AND COMMENTS

By HARR WAGNER

EFFICIENCY is a much-abused word. It is, however, the best word to express the need of greater economy in the use of school time. We understand that there are some high school principals that take three or four days in order to get the students organized in regular class work. It is hard to understand and appreciate the time required to complete the average pupil's education. There is a lack of efficiency somewhere. School work should be more carefully organized. We know of high schools—for instance, the Jefferson Union High School—where James Ferguson, the principal, had his school organized and ready for recitations the opening day. It is a great accomplishment to have administrative ability. It is one of the great essentials in the life of a school principal. In fact, efficiency in administration, which interpreted means discipline in the classroom teacher, is just as essential as high-grade credentials. Let us emphasize more and more the technique of efficiency in administrators, and not take too much for granted.

VOTE FOR CONSTITUTIONAL AMENDMENT No. 6, on the ballot. This is the measure so ably advocated by State Superintendent William John Cooper. If this amendment is carried it will be a very definite step forward in school administration in California.

THE DEPARTMENT OF RURAL EDUCATION, edited by Helen Heffernan, chief, division of rural education of the Department of Education, State of California, in the August issue of this *Journal*, has created much favorable comment. The rural supervisors, teachers, school trustees, and everybody interested in schools needs such material. The rural schools must be brought up by progressive steps to the highest possible standards. California leads the United States in its rural schools.

THE DEPARTMENT OF EDUCATION of San Francisco is issuing a series of handbooks for teachers engaged in the work of "Americanization," "Correction of Speech Defects," and "Conservation of Vision." This work is done under the immediate supervision of Mary F. FitzGerald, Deputy Superintendent of Schools. These publications are of very great value and will be of service to other departments.

WILLIAM G. CARR, director of research, California Teachers Association, has made a very careful and scientific analysis of the California Taxpayers Association survey of San Diego County. His interpretation of facts under "Unfair Procedure, and Misinterpretation" is sound. Mr. Carr is adding a splendid service to the C. T. A., and his work will bring excellent results.

THE RADIO, the phonograph, the piano, the saxophone, and other mechanical devices have contributed to a decline in the art of conversation. Who can be wise, witty, or sparkle with repartee in the presence of the announcer who says: "We will now listen . . ." The radio is a wonderful contribution to the man or woman in solitude, or to a group of people who have talked "over much." In addition thereto it has great educational value, but it does not contribute to the art of conversation. Ethel Cotton who conducts a Studio of Expression in San Francisco, has decided that the art of conversation should be restored. She has therefore arranged for a cultural conversation course, beginning with a "free-for-all talk" on Monday evening, September 17, at 8 o'clock in the Western Women's Club Building, 609 Sutter Street, San Francisco. Here is an opportunity. Do you want to talk like a philosopher, and be a Bronson Alcott, an Emerson, a Thoreau, a Joaquin Miller a W. H. Mills, a Thomas Carlyle, a Disraeli? Then study the art of conversation as illustrated in fascinating literary and scientific gossip of these great gossipers. There is no art so charming, so useful, so elevating, as the art of the man or woman who has the ability to say things well.

W. S. BRISCOE, principal of the Chabot School, is one of the new principals in the Oakland school system. Mr. Briscoe comes from the University of Idaho and was formerly high school principal and Assistant Superintendent of Elementary Schools in Kellogg, Idaho. He came to California last year, taking his M. A. at Stanford University.

The Chabot School is one of the splendid new school buildings that Oakland has been putting up in accordance with its building program. It opened last fall with an enrollment of 434 children and eleven teachers. One of the first outside interests was the organization of a "Dad's Club" with fifty enthusiastic paternal parents turning out for the first meeting. It was the eleventh section of the "Fathers' Association" to be formed in the City of Oakland.

The Chabot School won both the first and second prize in the poster competition, offered by the Latham Foundation for the Promotion of Humane Education.

MAYOR JAMES ROLPH, JR., has appointed W. F. Benedict of the executive staff of the Chamber of Commerce as a member of the Board of Education of San Francisco. Mr. Benedict is thoroughly familiar with all branches of the municipal government and is especially well qualified in school finances and administration. He will not be a rubber stamp member of the board, and neither will he initiate educational policies, which is the function of the Superintendent of Schools and his deputies.

Goethe, the History of a Man

By EMIL LUDWIG. G. P. Putnam's Sons, Publishers. Price $5.

THIS INTIMATE BIOGRAPHY of one of the most important men in the world of literature is a distinct achievement both for the author and publisher. The book is divided into three parts: Part I — Genius and Daemon; Part II — The Earth Spirit; Part III — Tragic Victory.

The text is aptly illustrated with quotations from Goethe's poetry, letters, prose, and the reproduction of various portraits of the author from sixteen years of age to eighty.

Ludwig in this biography, as in that of Napoleon, writes in a novel and fascinating way, showing the influence of women on Goethe's career as a man and as a writer. He presents a dramatic picture of the career and personality of Goethe.

There are enough quotations and sayings of Goethe scattered throughout the 642 pages to make the book almost source material. There is enough at least to make a very interesting background for Ludwig's interpretation. The average reader does not have the source material either in the German or translated to get the real enjoyment from Ludwig's running comment. The insertion, therefore, of orignal material has a very definite and informational place in the book. Ludwig's interpretations are very stimulating, and whether you agree or not,

you are given the evidence in such a way that the real Goethe is ever before you on the printed page.

An illustration of the lucid way in which the various events of his life are treated, is Goethe's final passing. It has always been quoted that Goethe's last words were "More light." Ludwig, in writing of the closing scene, gives Goethe's words as "Please open the shutters so that more light may come in," and his last words were: "Come my daughterling and give me your little hand."

Here is a thrilling history of the great achievements of a great personality—not as a builder of empires, not as a warrior, but as a spirit—a genius—and a man among men.

A UNIVERSITY OF PRACTICAL EXPERIENCE

The twentieth year of Miss Caroline S. Swope's summer sessions this summer was a marvelous vindication of the theory that has been dominating her work during the last quarter of a century, through an increase of 33⅓ per cent in enrollment over last year. Miss Swope believes that every teacher, degreed or not, needs and desires knowledge of the way to put actual knowledge across to the pupil in the classroom. The fact that in most training schools for teachers so much time is spent upon theory and in the working for units for degrees has made for the success of her school. Miss Swope in no way decries the modern tendency of requiring A.B. and M.A. degrees for teachers for preparation in the profession of teaching, in fact, she approves of the movement, but she does believe that more than units and degrees are needed, and that is, the knowledge of how to get the learning across to the student.

In accomplishing her purpose Miss Swope has gathered together a faculty of eighteen master teachers. Numbered among these teachers are Miss Madilene Veverka, head supervisor, kindergarten–primary department of the Los Angeles city schools; Miss Helen Heffernan, chief, division of rural education, State of California: Miss Ellen B. Sullivan, assistant professor of psychology, University of California at Los Angeles; Mrs. Lucy E. Sanchez, girls' vice principal, Le Conte Junior High School, Los Angeles; Mrs. Ethel S. Ward, rural supervisor of Shasta County, California; Miss Margaret R. Martin, director of music, Colonial School, Long Beach, Cal.; Miss Elizabeth E. Keppie, director of dramatics and speech in the Pasadena High School and Junior College; Miss Abbie R Wendling, art teacher in the John Burroughs Junior High School, Los Angeles; Miss Florence Ward Carville, teacher in the Luther Burbank Junior High School, Los Angeles; Mrs. Cora Merry, supervisor of music in the elementary grades and junior high schools, Riverside, Cal.; Miss Bertha H. Breckenfeld, head supervisor, primary manual arts department, Los Angeles city schools; Miss Edna Armstrong, instructor in handwork in the Los Angeles city schools; Miss Roxana Byfield, primary teacher in the Garvey District, Los Angeles County; R. E. Wiatt, head supervisor of penmanship, Los Angeles city schools; Mrs. Lily Whitaker, primary teacher, Berkeley schools: Miss Winifred Van Hagen, chief of Bureau of Physical Education for Girls, State of California; Miss Helen S. Gass, assistant supervisor of physical education, elementary schools, Long Beach; Miss Helen Byfield, teacher in the San Marino city schools, Los Angeles County.

Subjects presented by the above listed faculty govern the key subjects of the elementary and junior high schools. Miss Caroline S. Swope gives a course in "Problems of Supervision, Class Room Management, and Methods in Elementary Subjects." Miss Helen Heffernan lectures on the problems of rural education. Miss Veverka in her work handles primary education, growth, and development of the child, special course in reading, Americanization, or citizenship. Educational psychology, history, geography, creative music, story telling and speech, fine arts, methods in school music, industrial arts, methods in arithmetic, penmanship, reading, physical education, and folk dancing are other courses available at this school.

This is the fifth year that Miss Swope has standardized her school by having two intensive training sessions of three weeks each. The first session was held in the high school building at Santa Cruz from July 2 to July 20. The second session occurred in the southern part of the state at Long Beach in the George Washington Junior High School from July 30 to August 17. Last year at Santa Cruz the number enrolled was 290; this year 425; at Long Beach last years' students were 413 against 538 for this year. Total enrollment increased from 603 teachers to 963—a marvelous growth due largely to word-of-mouth advertising.

The growth of Miss Swope's summer school has been one of the outstanding educational accomplishments in the history of education in the West. Some twenty-five years ago in Riverside, under the inspiration of Edward Hyatt, then County Superintendent of Schools, Miss Swope started training classes for teachers in a small way. Twenty years ago this year Miss Swope commenced her present plan of organization of having two sessions, one in the northern part of the state and the other in the southern portion. In the north, Berkeley, Sacramento, and Santa Cruz have been places of meeting: in the south, Los Angeles, Riverside, Huntington Beach, and finally Long Beach have been chosen. Commencing with an enrollment of forty students, Miss Swope this last year, with 963 enrolled, reached the greatest number ever registered at her school. From the very beginning there has always been an increase in enrollment, though the greatest advance has been made in the last five years. With a school approaching the one thousand mark, Miss Swope is seriously considering building a school plant that will be built to carry out the ideas which she has been fostering.

During the last fourteen years Miss Swope has devoted her whole time to working up material for her six weeks of intensive work. In addition she has two assistants employed the whole year in preparation for the summer session — G. J. Leonard, registrar and secretary, and F. J. Welch, clerk of supplies.

Equipment of the school is carried by truck from one session to the next. Exhibits of school work have always been a feature of Miss Swope's school. Of exhibit rooms there are two devoted to twenty-five sand tables, two rooms are given for book review displays, and sixteen rooms are used for classrooms in addition to the auditorium. Every teacher enrolled in the full course gets a set of pamphlets of outlines of the courses. Eight hundred sets of 8800 books were handed out this year by Mr. Welch, clerk of supplies.

The value of Miss Swope's work is seen in the universal praise of the teachers taking the course. The teachers feel that they are getting material that they actually can put into classroom practice. The modern teacher, if anything, is interested in her work and she is avidly desirous of acquiring knowledge of anything that will make her a better teacher. The faculty members enjoy their labors, for with teachers keenly alive and appreciative, more is accomplished in three weeks than is ordinarily done in six or more weeks. The heart-to-heart talks of Miss Swope's, her desire of getting acquainted with every teacher in her school, her aim of seeing that the teacher gets the help she is looking for, and her humanness have made Miss Swope a real friend to thousands of teachers during the past twenty years.

AMERICANIZING CALIFORNIA MEXICANS

Enrollment of Mexicans for part-time instruction in the Americanization department of Santa Paula, Cal., Union High School increased from 830 in 1925–26 to 1100 in 1926–27. The range in age of students was from 16 to 60, and more than 36 per cent of those enrolled were women. Attendance, however, in both day and evening part-time classes is very irregular, making the cost of maintenance high as compared with other schools. The average daily attendance last year was only forty, yet two full-time teachers and from six to twelve assisting teachers are required for them. The cost of maintenance of the work in 1926–27 was about $240 per Mexican in average daily attendance, or 3.68 times the amount spent per capita of average daily attendance in the elementary schools, and 1.3 times the high school costs.—*School Life*.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

The State Library Building

A BEFORE-THE-WAR DREAM is a present-day reality for the staff of the State Library. For fifteen years the proposed State Library Building was more or less a myth owing to unforeseen vicissitudes.

In 1913 the people of Sacramento voted bonds to purchase a site for the erection of two capitol extension buildings—one to house the State Library and the Supreme and Appellate courts; the other for office purposes. In 1914 state bonds for building purposes were voted and the erection of much-needed buildings seemed assured.

The United States was drawn into the mighty maelstrom of the World War and a ban was placed on building activities. Although our participation in the war made it necessary to defer actual construction, a nation-wide competition was held to select an architect. Out of sixty-four plans submitted, the building commission chose the one offered by the California firm of Weeks & Day.

During the war period the city of Sacramento gradually obtained a clear title to two blocks of land adjoining the State Capitol and the transfer of the title was made by the city to the state in October, 1917.

The war ended and the ban on building was raised, but it was not possible to sell the building bonds, as Liberty Bonds brought a higher rate of interest. Additional money was provided by the Legislature enabling the state to sell the bonds late in 1921.

Work started on the buildings in 1922. In October, 1923, the corner stone of the office building was laid by the Grand Lodge of Masons of California. In March, 1924, under the same auspices, the corner stone of the State Library building was laid.

As money had depreciated in value and the cost of material and labor had greatly increased, the original building bonds of $3,000,000 were insufficient, and work on the two buildings virtually ceased in the spring of 1925. An additional sum of $1,250,000 for completing and equipping the buildings was voted by the electorate in November, 1926, and work was resumed.

The capitol extension buildings are granite structures which are classical in their exterior beauty. Each building has a pediment which is symbolic of California. The one over the office building represents the world's gifts to California, while the pediment that adorns the State Library Building represents California's gifts to the world. The central figure is a fully developed California with a Sword of Justice in her right hand and the Owl of Wisdom in her left. On her right stands a figure representing statesmanship; on her left, her warrior son. Other figures on either side represent romance and poetry, art and beauty, Flora and Pomona, agriculture, progress, wealth, and commerce. The inscription below is, "Into the highlands of the mind let me go."

Two massive seated figures flank the entrance to the building. One represents Floral Wealth; the other, Romantic Wealth. Floral Wealth, with a cornucopia of fruits and flowers, is crowned with a wreath of blossoms. Romantic Wealth is a youth with a lyre. He symbolizes the talent and beauty which California has been able to produce through her diversified resources.

The pediments, the figures at the entrance of the buildings, and the beautiful bronze statues in the charging room of the State Library are by the sculptor Edward Field Sanford, Jr., of New York. Mattock Price, one of the foremost architectural authorities in the country, in an article on "The Problem of the Pediment" in the *Architectural Forum* of July, 1925, favorably compared the Sanford pediments with the greatest pediments of all time—even those of the Parthenon at Athens.

On either side of the spacious hall at the entrance of the building are columns of black and gold marble capped with bronze ornaments. This rare marble was taken from a quarry in Italy during the war. This hall is a memorial to the war heroes. Around the top will be a mural by Frank Van Sloun of San Francisco, representing the history of warfare.

Maynard Dixon, California artist, is painting a mural in the reading and reference room. The mural will be seventy feet long and thirty feet deep, full of California atmosphere and spirit for which Mr. Dixon's paintings are noted the world over. While the theme will be educational, the painting will be a decorative masterpiece. In the center of the mural will be three books glorified by a halo of knowledge, and on either side will be the figures of a man and woman, representatives of wisdom and beauty. Converging toward the center from either wing of the mural will be Anglo-Saxon multitudes and the Spanish or Latin peoples who have combined to build up California culture. The mural will be so large that Mr. Dixon decided it would be better to do the work here rather than paint the canvas elsewhere. Several months will be required to complete the painting.

The frescoes, woodwork of southern gum, beautiful bronze electric light fixtures, and the walnut furniture were all chosen with consideration for harmony and beauty as well as utility.

The State Library Building as originally planned by the building commission, consisting of the Governor, State Librarian, and Chief Justice of the Supreme Court, was to be the State Library and Courts Building. The library was to occupy the first four floors and the Supreme and Appellate courts the fifth floor. In recent years those in authority deemed it best to reconstruct the first and fifth floors. The Department of Education, which was in rented quarters, now occupies the fifth floor. The first floor, which is still in process of reconstruction, will be used by the courts.

The shipping department of the State Library occupies the basement, which is also used for storage purposes.

The office suite of the State Librarian, including space for stenographers and the accountant, is on the second floor. The department for the blind, several study rooms, staff quarters, and the printing and binding departments are also on this floor. Connected with the latter are to be found the photostat and the dark room for photographic work.

On the front of the third floor is the main reading and reference room. The law department is on the east, California department on the south, documents department on the west, and the charging room occupies the center of the floor.

On the fourth floor the prints department has the west side. Here will be kept the State Library's fine collection of etchings and other prints, and ample space is provided for exhibits. Order, catalogue, and periodicals departments are on the south. The music rooms and the offices of the assistant librarian, the library organizer, and the library visitor and instructor are on the west.

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Many months before the State Library Building was ready for occupancy, the basement was accessible and safe for storage purposes. Tons of library material which had been stored for years because of congested conditions in the State Capitol were brought over to the basement of the new building. Gradually material not in constant demand was transferred from each department of the State Library to the new building so that service to the public might go on uninterruptedly. The library staff performed an Herculean task during the last few intensive weeks of moving before all of the materials and the entire staff were changed from the old quarters to the new. It was done so systematically that not one day was lost in giving regular service to its patrons in Sacramento and its borrowers over the entire state.

With each succeeding year of the seventy-eight years of its existence, the State Library has been more and more hampered in its growth and service by its restricted habitation. The new building affords the opportunity for development and a wide sphere of usefulness.

Library Exhibit at Exposition

THE INCREASING SCOPE of library service, especially with reference to adult education, was vividly portrayed by the California Library Association at the Pacific Southwest Exposition. Mrs. Theodora R. Brewitt, librarian of Long Beach, was chairman of the committee in charge of the exhibit. It required weeks of work and careful planning. The central attraction was a model library building. By means of an electrical attachment, miniature moving figures of patrons carrying books were seen entering and leaving the building. Laborers, oil workers, street-car conductors, lawyers, doctors, merchants, business men, club women, housewives, and children were among those shown using the library. Thirty figures, ten inches high, all bent on getting books or returning them, were shown passing through the doors of this ten-foot model library building made by a Hollywood artist.

Riverside Library School

THE ANNUAL DINNER and commencement of the Riverside Library Service School was held in the patio of the Glenwood Mission Inn, Friday evening, August 17. The commencement exercises took the form of after-dinner speeches and were presided over by O. K. Morton, president of the board of directors of the Riverside Public Library.

After a song by Mrs. T. L. Lorbeer of the board of directors, accompanied by Miss Frances Marie Taylor, a year-course student, the chief address was given by Doctor E. P. Clarke of the California State Board of Education. This was followed by responses by Miss Eleanor Nimmo Wilson of Riverside, who graduated "with distinction," and by Mrs. Martha M. Wickman Langdon of Yuba City, Cal., for the year-course and summer session students, respectively.

After brief remarks by Miss Margaret Reynolds, librarian of the First Wisconsin National Bank of Milwaukee, and by Charles F. Woods, librarian and director of the school, certificates were presented to forty-nine students of the year course and summer session by Frank D. Troth, secretary of the board of directors. There had been fifty-six students in attendance at the summer session, but seven had been excused, being obliged to depart in advance of the commencement exercises.

While established in 1913, it is only recently that the library school has held formal commencement exercises, this being the third.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

O. L. LYMAN, for the past eleven years a member of the teaching staff of the Gilroy, Cal., schools, has accepted a position in the Fresno, Cal., school system. He will be an instructor in shop work and mechanical drawing.

THE JEFFERSON SCHOOL DISTRICT voters who live near Tracy, Cal., have approved a $27,000 bond issue. Of this sum $25,000 is to be spent on a modern school building so planned that it will be the first unit of a building program that will increase when school attendance warrants. Two thousand dollars of the money is to be spent on new school furnishings.

HARRY T. ASHFORD, former head of the industrial arts department of the high school at Lemoore, Cal., has accepted the position of assistant director of vocational education in the schools of Sacramento, Cal. He will be in charge of trade and industrial education in the senior high school. He succeeds Frank Vincent, who has been named director of vocational work in the Sacramento system.

A THREE-YEAR COURSE in aëronautics will be given in the senior high school, Sacramento, Cal. Charles C. Hughes is City Superintendent of Schools.

THE SEASIDE and Del Monte grammar schools, Monterey, Cal., have opened with an increased attendance of pupils and an addition of three teachers to the faculty.

GEORGE FLAMSON has been appointed to replace Edwin Wells, vice principal of the high school, Paso Robles, Cal., according to announcement made by John Raitt, Superintendent of Schools. M. A. Harrison is principal of the Shandon High School and Lorena Edgar is principal of the grammar school.

"SCHOOL PROGRESS," the official bulletin of the Sacramento, Cal., city school department, is newsy and informational concerning school affairs. The first issue is just off the press and carries a picture of Superintendent Charles C. Hughes, together with his message to teachers for the coming year.

THE $194,000 EXPANSION PROGRAM for the schools of San Mateo, Cal. where George W. Hall is supervising principal, will begin immediately, it is reported.

SIX NEW TEACHERS have been added to the grammar school faculty in Turlock, Cal., this term. Della B. Heisser is District Superintendent of Schools and Leroy Nichols is principal of the high school.

THE NEW MISSION SCHOOL in Soledad, Cal., was dedicated recently. Bert Carner, principal of the high school at Gonzales, Cal., gave a brief history of school progress and advantages of modern education.

LOUIS F. CURTIS, leader in San Jose, Cal., educational circles for the past thirty-five years, passed away recently. He had served as principal of the Hester School and as City Superintendent of Schools in San Jose during his career.

THE VOCATIONAL UNIT PLAN is to be followed in the building of the $45,600 union grammar school to be built in Chualar, near Salinas, Cal. The building is to be completed by February, 1929.

S. W. MCCONNELL will be principal of the grammar school in Newman, Cal., this year. He will be in charge of music, manual training, and physical education. McConnell was principal of the Oakdale, Cal., school last year.

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ABOUT BOOKS

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Education Through Pictures, The Teachers' Guide to Picture Study, by Royal B. Farnum: Famous pictures for elementary school study are here listed and commented upon. (The Art Extension Society, 65 East Fifty-sixth Street, New York.)

Exercises and Tests in Junior High School Mathematics, Part II, by David Eugene Smith, William David Reeve, and Edward Longworth Morss: This is planned to fit all modern courses and contains suggestions to teachers. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

The Health and Happiness Series, by S. Weir Newmayer and Edwin C. Broome: This series consists of the following titles: The Playroad to Health; Health Habits; The Way to Keep Well; The Human Body and Its Care. Though the first of this series is simple, children must be able to read before they can use it. The second year of school is perhaps the time to introduce this material. Not only are the stories of valuable content, but 50 per cent of them are in plays for the children to produce informally during the lesson period. The remaining three books are equally practical and valuable, and each is a shade more difficult than the other as to content. In this series the subject of health receives thorough attention and is presented in interesting story form. These books are suitable for supplementary readers no matter what the regular class text is. (The American Book Company, 100 Washington Square, New York.)

Decorations for the Schoolroom: A valuable collection of borders, posters, patterns, cut-outs, blackboard decorations, window transparencies, calendars, etc., for the busy teacher, is included in this volume. The material is arranged according to months. Each picture contains suggestions, story, and instructions. As Lillian Rosbach states in the introduction, "perseverance and imagination" are necessary additions to such work. Primary teachers will like it. (Educational Publishing Company, 54 Clayton Street, Dorchester, Mass.)

Directed History Study, Book I, Sheck & Orton: A student's workbook for fifth or sixth grade which gives the backgrounds of American history. It includes the progress of civilization from the Stone Age to the period of exploration. (World Book Company, Yonkers-on-Hudson, New York.)

Everyday Uses of the Alphabet, by Norman H. Hall: Here is a series of practical lessons in alphabetical arrangements which will aid any person when using dictionaries, encyclopedias, or even the telephone directory. (Hall & McCreary Company, Chicago, Ill.)

The High School Library, Its Function in Education, by Hannah Logasa: An instructive, helpful, and suggestive volume for both librarians and teachers. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

High School Chemistry, by George Howard Bruce: This is a practical text for standard modern use. It is one of the New World Science Series and covers high school chemistry. It is illustrated with photographs and drawings by Will H. Schanck. (World Book Company, Yonkers-on-Hudson, New York. Price $1.68.)

Correct English, by William M. Tanner: This book is intended to precede a study of composition and rhetoric. The following subjects are covered for high school students: grammar, sentence structure, diction, spelling, and oral and written composition. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $1.32.)

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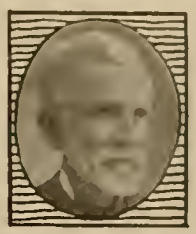

OCTOBER, 1928

Miss M. L. Richmond, president California Rural Supervisors Association, 1928–1929

(See Association Report, page 12)

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Crocker—H. S. Crocker Co., Inc. ..... 565 Market St., San Francisco
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Dodd—Dodd, Mead & Co. ..... 734 Pacific Bldg., 821 Market St., San Francisco
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SOURCE MATERIAL FOR ARMISTICE DAY

TIME: July 28, 1914—November 11, 1918.

PLACE: The principal battles of the World War were fought in France, Germany, Belgium, and the Dardanelles, but the battle line extended practically across Europe and part of Asia. Many battles were fought on the sea.

Countries Involved in the World War

TWENTY-FOUR NATIONS of the world were lined up against the Central Powers in the World War. The Allies of the war were:

Serbia	United States
Belgium	Brazil
Russia	Cuba
France	Panama
Great Britain	Haiti
Japan	Guatemala
Portugal	Honduras
Montenegro	Costa Rica
Italy	Nicaragua
San Marino	Liberia
Rumania	China
Greece	Siam

The four opposing forces, or Central Powers, against the twenty-four allied nations were:

Austria–Hungary	Turkey
Germany	Bulgaria

The neutral countries during the world conflict consisted of but about one-fourteenth of the world's population. They were:

Holland	Switzerland
Spain	Argentina
Norway	Venezuela
Sweden	Colombia
Denmark	Mexico

Though not engaged in active hostilities, six countries broke off relations with Germany:

Bolivia	Peru
Ecuador	Uruguay
Santo Domingo	Egypt

PRESIDENT WILSON, in his address before Congress, in recommending that we enter the war said: "It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those to submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace to all nations and make the world itself at last free."

The Armistice

THE WORLD WAR ended at 6 o'clock (Washington time and 11 o'clock Paris time) Monday morning, November 11, 1918, as agreed by the signing of the armistice by German representatives at midnight.

The news was cabled across the ocean. It was telephoned to the White House to President Wilson. The glad news was then given to the newspapers—to the world.

"What we all thank God for with deepest gratitude," said President Wilson, "is that our men went in force into the line of battle just at the critical moment when the fate of the whole world seemed to hang in the balance and threw fresh strength into the ranks of freedom in time to turn the whole tide and sweep of the fateful struggle—turn it once for all so that thenceforth it was back, back, back for their enemies—always back—never again forward."

Armistice Day has assumed its proper place now in the history of the world. It is a legal holiday in the United States and stands in the front rank with the Fourth of July. Armistice Day is a day of peace:

"Blest is this day, past any other day
The world has ever known;
Yet we must pray
The world hereafter may so blessed be,
Never another day like this to see."

"California's Day of Peace"

Written by HARR WAGNER *in 1918*

NEAR THE CLOSE of the year 1918 peace came. It was celebrated in San Francisco and in the remotest parts of California in the unique spirit of the West. Submerged, however, beneath the gayety, the noise, and the elation of a triumphant victory was the soul of Lowell:

"When a deed is done for freedom,
Through the broad earth's aching breast,
Runs a thrill of joy prophetic,
Trembling on from east to west,
And the slave, where'er he cowers,
Feels the soul within him climb
To the awful verge of manhood,
As the energy sublime
Of a century bursts full-blossomed
On the thorny stem of Time."

The high-born winter rains will wash the map of Europe clean of blood. The people will return to the simple ways of peace. The commonwealth of men will have no boundary lines. Internationalism is seen "in the parliament of men, the federation of the world."

This republic, with the sword of justice in one hand and the symbol of mercy in the other, will consecrate itself anew to the reconstruction of social order—not only "over there" but here.

California will welcome back its men from the trenches, not as heroes of a war of conquest, but as men who faced the sacrifice that the diplomacy of armament should end.

Those who died will be given a monument that shall be typical, not of war, but of peace. The injustice of might will

not prevail. The name of czar, of emperor, and of king will cease as a representative of power, except in the historical past.

The commonwealth will not be measured in square miles, but in the sense of social justice, the boundary of which encircles the globe and includes all people. Let us have peace when humanity shall have eliminated injustice, fear, bigotry, prejudice, the malicious lie, the superstitious creed, and weak selfishness. Then the commandment, "Thou shalt not kill," will prevail and a new commandment will be given, "Thou shalt not possess that for which thou hast not given an equivalent."

Plato's Republic, Fourier's Social Paradise, and Sir Thomas More's Utopia were mighty revolutions without tanks, or guns, or gas, or airplanes, against laws of autocracy. The false moon beneath the smooth surface of the water tells of the true moon somewhere. So the dreams, not of warriors, but of the poets and idealists, will come true.

With tears for the dead and joy for the living we hail the liberty that had its birth on Mount Sinai, its cradle in Bethlehem, its childhood in Rome, its youth in Switzerland, its education in France and England, its manhood in the United States, and its future life in the universal world.

To Memorize

MY FIRST WISH is to see the whole world at peace and the inhabitants of it as one band of brothers, striving which should contribute most to the happiness of mankind.—*George Washington.*

EXTRACT FROM LOCKSLEY HALL

For I dipt into the future,
  Far as human eye could see,
Saw the vision of the world,
  And all the wonder that would be;

Saw the heavens fill with commerce,
  Argosies of magic sails,
Pilots of the purple twilight
  Dropping down with costly bales;

Heard the heavens fill with shouting
  And there rained a ghastly dew
From the nation's airy navies
  Grappling in the central blue;

Far along the world-wide whisper
  Of the south-wind rushing warm,
With the standards of the peoples
  Plunging thro' the thunder-storm;

Till the war-drum throbbed no longer,
  And the battle flags were furled
In the Parliament of man,
  The Federation of the world.

There the common sense of most
  Shall hold a fretful realm in awe,
And the kindly earth shall slumber,
  Lapt in universal law.

—*Alfred Tennyson.*

THE BRAVEST BATTLE

THE BRAVEST BATTLE that ever was fought—
  Shall I tell you where and when?
On the maps of the world you will find it not;
  It was fought by the mothers of men.

Nay, not with cannon or battle-shot,
  With sword or braver pen;
Nay, not with eloquent word or thought,
  From mouths of wonderful men.

But deep in a woman's walled-up heart—
  Of woman that would not yield,
But patiently, silently bore her part—
  Lo! there in that battle-field.

No marshaling troop, no bivouac song;
  No banners to gleam and wave;
And oh! these battles they last so long—
  From babyhood to the grave!

Yet, faithful still as a bridge of stars
  She fights in her walled-up town—
Fights on and on in the endless wars,
  Then silent, unseen—goes down.

Joaquin Miller.

Material for Thanksgiving

History of the Observance of Thanksgiving Day

THANKSGIVING DAY is the only distinctively religious festival observed in the United States at the instance of the civil authority. By congressional and state legislation it has become a legal holiday throughout the land, and by custom the various churches are open for one religious celebration on that day. The observance of a thanksgiving day is of Puritan origin, the Plymouth pilgrims and the Massachusetts Bay Colony having been wont to appoint especial occasions for acknowledging the divine goodness in signal deliverances from danger, such as the opportune arrival of supply vessels from England, or the gathering in of a plenteous harvest. In like manner they resorted to days of humiliation, fasting, and prayer in anticipation of calamity from scarcity or Indian wars, or as preparatory to some great undertaking. The records of these colonies contain notices of such religious celebrations on the *Mayflower* and the *Arabella* during their first voyages to America, and of the occasional civil recommendation of such fasts and festivals from the first harvest in 1621 until it became the annual practice in New England for the governors to appoint a fast day, usually in the autumn after the crops were gathered. At irregular intervals, like observances were proclaimed by the Dutch and English colonial governors of New York. The Continental Congress recommended an annual thanksgiving during the eight years of the Revolutionary War. So well established was the custom in Northern and Eastern states, that when the Prayer Book of the Protestant Episcopal Church was adopted in 1789 it contained a form of thanksgiving to be used on the first Thursday in November, unless another day should be appointed by the civil authority.

Since the adoption of the constitution the President of the United States has recommended a thanksgiving festival on account of that event, of the suppression of the whisky insurrection in Pennsylvania, and of the conclusion of peace with Great Britain in 1815. President Lincoln, after appointing several days for the thankful commemoration of great military successes, began in 1863 the custom of proclaiming an annual Thanksgiving Day and it has been continued by all his successors in office. The Governors of the respective states, who alone have legal authority to proclaim holidays in their jurisdictions, universally follow the presidential proclamation by one of their own, appointing the same day, which usage has made the fourth Thursday in November.

From the revolutionary period Thanksgiving Day has uniformly been observed in New England as a civil annual festival. New York took up the practice in 1817, after which it rapidly spread through the Northern states, but made its way more slowly south of the Potomac and Ohio rivers. At the outbreaks of the Civil War, eight Southern states had fallen in with this custom.

The April fast-day has continued in Massachusetts to the present time, and has long been the occasion for presenting the criticisms of the clergy upon public policy to their audiences.

In earlier days, when the traditions of an allied church and state still linger forcibly in the minds of men, and when the influence of the pulpit was less hindered by the distractions of daily journalism and the complex interests of modern life, these occasions of political preaching were awaited by the people with great interest. Thanksgiving Day sermons are widely devoted to the discussion of the general or local governments.

The predominant character of the day is that of a harvest festival, and family or friendly reunions are a general method of celebration.

"So once in every year we throng
Upon a day apart,
To praise the Lord with feast and song
In thankfulness of heart."

A California Thanksgiving

I am thankful I am living
In a land of sun and flowers,
Where the minutes laughing follow
'Round the circle of the hours.
I am thankful for the valleys
With their fields of growing green,
Lying wide beneath the mountains,
Clothed in robes of snowy sheen.
I am thankful for the mornings
And the happy sapphire skies;
For the birds with joyous gliding,
Swift on wings of song arise.
I am thankful for the fragrance
Of the blossoming orchard trees,
And the grateful, happy humming
Of the myriad busy bees.
Oh, I'm thankful that I'm living
In this world of work and play—
Every day in California
Is a new Thanksgiving Day!

—*Harry Noyes Pratt.*

Thanksgiving

First Pupil:

"Have you cut the wheat in the blowing fields,
The barley, the oats, and the nodding rye,
The golden corn and the pearly rice?
For the winter days draw nigh."

Second Pupil:

"We have reaped them all from shore to shore,
And the grain is safe on the threshing floor."

Third Pupil:

"Have you gathered the berries from the vine,
And the fruit from the orchard trees?
The dew and the scent from the roses and thyme,
In the hive of the honeybees?"

Fourth Pupil:

"The peach and the plum and the apple are ours
And the honeycomb from the scented flowers."

Fifth Pupil:

"The wealth of the snowy cotton field
And the gift of the sugar cane,
The savory herb and the nourishing root—
There has been nothing given in vain."

Sixth Pupil:

"We have gathered the harvest from shore to shore,
And the measure is full and brimming o'er."

All:

Then lift up the head with a song!
And lift up the hand with a gift!
To the ancient Giver of all,
The spirit of gratitude lift!

For the joy and the promise of spring,
For the hay and clover sweet,
The barley, the rye, and the oats,
The rice and the corn and the wheat.

The cotton and sugar and fruit,
The flowers and fine honeycomb,
The country so fair and so free,
The blessings and glory of home.

Praise God

Praise God for wheat, so white and sweet,
Of which we make our bread!
Praise Him for yellow corn with which
His waiting world is fed!
Praise God for fish, and flesh, and fowl
He gave to man for food!
Praise God for every creature which
He made and called it good!

Praise God for winter's store of ice,
Praise God for summer's heat!
Praise God for fruit trees bearing seed,
"To you it is for meat!"
Praise God for all the bounty,
By which the world is fed!
Praise God, ye children all, to whom
He gives your daily bread!

—*Selected.*

MISS CARNES GIVES COURSE AT WELLESLEY

Miss Myrtle Carnes, who fills the office of supervisor of kindergarten–primary grades in the Stockton, Cal., schools, is a graduate of Columbia University. She comes originally from Southern Indiana. She has had a wide experience in kindergarten and primary work, both in the classroom and as demonstration teacher in state teachers' colleges and in demonstration teaching and lecturing in summer schools.

Miss Myrtle Carnes

This last summer Miss Carnes spent at the Anne L. Page Memorial Summer School for Child Study at Wellesley College, where she gave two courses, one on "Approaches to Beginning Reading," the other, "Supervised Observation and Discussion of Nursery School, Kindergarten, and Primary Teachers."

Superintendent Ansel Williams brought Miss Carnes from the San Jose State Teachers College last year to supervise the kindergarten and primary grades of the Stockton schools. She is working toward and achieving outstanding results along the newest and thoroughly established lines of primary work.

C. B. BALDWIN ELECTED SUPERINTENDENT

Word comes from Huntington Beach, Cal. "the heart of the oil belt in Orange County," that C. B. Baldwin has been elected Superintendent of the Huntington Beach elementary schools. Mr. Baldwin has been Superintendent of the Cripple Creek District for the past four years and preceding that he was Superintendent of Manitou, Colo., schools. While there he was intrumental in carrying out a successful campaign for the building of a $130,000 school building. It is the opinion of Mr. Baldwin that Huntington Beach has one of the finest kindergartens in the West.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE MEETING of the city and county Superintendents and rural supervisors at Hotel Del Monte the week of October 1, was a notable occasion.

RARELY has there been such excellent talks and harmony on the surface and so much controversial matter discussed by everyone out of meeting.

AMENDMENT 6, relating to the reorganization of the State Board of Education and its appointment of the State Director of Education, and the county unit plan of organization were the two most prominent points of discussion and divergency of opinion.

IF THE county unit plan of school organization would include schools up to three hundred average daily attendance, much opposition would cease. Executives of school systems above that number feel that they can do as good a piece of work as things are now constituted as under a more complicated and centralized system.

WILLIAM JOHN COOPER, Director of Education for the State of California, gave a very clear speech on the development of the present school system of California. He showed conclusively how it was a patchwork development. The logical conclusion calls for a thorough reorganization of the educational system of California, from the kindergarten through the university.

THE MEETING of the rural supervisors of California under the leadership of Miss Helen Heffernan, chief, division of rural education, State of California, was indicative of the able manner in which supervision is now functioning in California.

DAVID MARTIN, Superintendent of Alameda County schools, furnished some of the fireworks of the convention.

GOLF is now the presumed adjunctive to an educator's repertoire.

HOTEL DEL MONTE, in its natural setting of oaks and with the beauty of its gardens and lawns, proved an admirable place for a convention.

THE SEVENTH ANNUAL SESSION of the North Coast Section, California Teachers Association, was held in conjunction with the joint institutes of Humboldt and Mendocino counties at Ukiah September 17, 18, and 19, 1928. Fred D. Patton, Superintendent of Mendocino County schools, had arranged a very interesting and instructive program. The speakers were most apt in their remarks, and in spite of the warmth of the weather held their audiences. Among the speakers were William John Cooper, Director of Education for California; Roy Cloud, secretary California Teachers Association; Willard E. Givens, Superintendent of Oakland schools; Ralph Swetman, president Humboldt State Teachers College; Vaughn MacCaughey, editor *Sierra Educational News;* N. Bradford Trenham, secretary California Taxpayers League; Elizabeth Hughes, Durham Union High School; Glen H. Woods, director of music, Oakland public schools.

BOOKMEN PRESENT at the Ukiah Institute of Mendocino and Humboldt counties, September 17, 18, and 19, included the following: E. F. Burrill, Ginn; Mrs. A. R. James, Owen; Edgar N. Wilson, Heath; Carl D. Johnson, Milton Bradley; L. L. Walker, Macmillan; Mrs. R. E. Laidlaw, Laidlaw Brothers; C. W. Roadman, Sanborn; E. R. Colvin, Silver–Burdette; J. F. Oliver, Houghton Mifflin; G. S. Prugh, Bausch & Lomb; W. E. Bean, Patterson–Williams Manufacturing Company; W. M. Culp, Harr Wagner.

MRS. LAURA D. WILSON of New York City was present at the Ukiah Institute. Mrs. Wilson was being introduced to the Redwood Highway country by her son, Edgar N. Wilson, D. C. Heath representative, with headquarters in Sacramento.

ALVA PATTEN was elected this year to the principalship of the Modesto Intermediate School. Mr. Patten is a graduate of Pacific University, Forest Grove, Ore. This last year Mr. Patten received the degree of M. A. in education under Doctor Proctor of Stanford University. Previous educational experience of Mr. Patten includes four years of high school principalship in Portland, Ore., and the year previous to coming to California, the deanship of men at Pacific University.

J. O. GOSSETT, principal of the Oakdale Union High School, has organized his school classes into X, Y, Z groups in accordance with ability. Boys and girls' glee clubs are scheduled for the same hour in order to facilitate joint chorus and operetta work.

C. S. TORVEND, District Superintendent of the Patterson grammar schools, was in attendance at his first state convention at Del Monte this October. Mr. Torvend last year came to California from North Dakota, where he had been Superintendent of Schools for many years.

C. R. HOYT has been appointed by Superintendent Robert L. Bird to a rural supervisorship in San Luis Obispo County. Mr. Hoyt for several years has been principal of the Fremont School, San Luis Obispo. Mr. Hoyt replaces L. J. Henry, who has accepted a position in the Los Angeles city schools.

THE TURLOCK GRAMMAR SCHOOLS, under District Superintendent Della B. Heisser, exhibited for the first time at the Sacramento State Fair this year. The Turlock schools carried off the trophy for the best general exhibit for grammar schools with special teachers, a first sweepstakes in manual training, and a third in food preservation. In art two firsts and a second were won.

MISS DELLA B. HEISSER, District Superintendent of Turlock schools, attended the summer school of the University of Hawaii this last August.

C. G. FRY, principal of the Denair High School, is entering upon his fourth year as head of that school, where his success has been most marked. Mr. Fry is a graduate of Kansas Agriculture College and has received his M. A. from the University of California. Before coming to California Mr. Fry was for five years Superintendent and principal of high schools in Montana.

THE SPENCER PUBLISHING COMPANY was incorporated this last August. W. I. Turck was elected president of the company. Mr. Turck has been for many years associated with the Palmer Publishing Company. The intention of the new company is to promote the rhythmic writing system that has been developed in recent years by Mrs. Spencer. One of the main features in the program of this new company is the training of teachers in writing. This training in writing will be given teachers free

of charge. The Spencer Publishing Company, Inc., address is 935 South Union Avenue, Los Angeles, Cal.

E. P. Halley, principal of the Patterson Union High School, is planning the construction of a shop and music room. The building, 45 by 115 feet, will cost approximately $10,000.

S. W. McConnell was elected this summer to the supervising principalship of the Newman grammar schools. For the last seven years Mr. McConnell taught in the Oakdale schools. Mr. McConnell is a graduate of the Fresno State Teachers College.

Ernest Oertel, principal of the Newman (Orestimba) Union High School, has the building of a new auditorium under consideration. The sum of $60,000 is allotted for the project. The auditorium will seat 650 to 700 persons and will have a large stage and practice rooms for music and dramatics. This summer a renovating program was under way in which some $10,000 was spent for improvements. This year the Newman High School has a full-time librarian in Mrs. Eleanor Faure. Mrs. Faure supervises both the library and study hall.

L. E. Skelley was appointed to the principalship of the Covelo Grammar School this year. Mr. Skelley is a graduate of the Chico State Teachers College and has had two years' previous experience as principal of the Meridian School in Sutter County. The Covelo Grammar School is housed in a new building. It enrolls 130 pupils and has five teachers. Mr. Skelley also teaches band and orchestra in the Covelo High School.

The Covelo High School, under Principal Frank C. Coates, enrolled seventy-six pupils this year. The school has a faculty of seven teachers. This is Mr. Coates's fourth year in California and his twenty-first year in the school business. Previous to coming to California Mr. Coates was for fourteen years in the schools of Washington.

C. A. Brittell, District Superintendent of the Hollister grammar schools, is starting his eighth year as head of the Hollister schools. The system comprises two schools, twenty-two teachers, and an enrollment of 646 pupils this September. Plans are now being formulated for a new grammar school building to be built on the unit basis out of current tax levy. The growth of the Hollister grammar schools is two classrooms a year.

Miss Margaret Livingston, librarian for Orange County Free Public Library, has worked out a plan for library service for the 6–4–4 plan of school organization. During the first six years she divided the work into (1) learning to read, (2) knowing the parts of a book, and (3) use of a collection of books. In the high school period there is training in the use of the library, and in the final or university stage the use of the library as a place of research.

The Hermosa Beach grammar schools, under District Superintendent Charles D. Jones, now comprise five schools and enroll over eight hundred pupils.

W. C. Conrad, former Superintendent of the Venice grammar schools, has been appointed director of the division of library and textbook activities of the junior and senior high schools of the Los Angeles city schools. Duties involve the approval of requisitions and seeing that books requisitioned are used. One of the main duties of the office force of eleven people is the cataloguing of all the library books for the Los Angeles junior and senior high schools. This leads to uniformity throughout the city and takes a tremendous load of detail off the shoulders of the school librarians.

J. William Gastrich, Superintendent of Compton grammar schools, is considering the erection of a new school building this next year.

H. G. Nelson, principal of the Julia C. Lathrop Junior High School, Santa Ana, was one of the judges of the school exhibit at the Riverside County Fair.

Frank Pope of the Julia C. Lathrop Junior High School, Santa Ana, member of the cooking class of the school this last year, took first prize at the Orange County Fair.

Miss Ada York, Superintendent of San Diego County schools, is coöperating with the Fine Arts Gallery of San Diego, Balboa Park, in the putting over of a county course in art appreciation.

Verne B. Brown, principal of the Ripon Union High School, is developing a real country high school in which the needs of the students are the main consideration. This year over $1000 worth of brass band instruments was purchased. The excellent music program of the Ripon schools is under the direction of Salvatore Billeci.

Charles E. Teach, former City Superintendent of the Bakersfield city schools, who was elected to the city superintendency of the San Luis Obispo schools this year, accepted charge of a system that had been developing along progressive lines under the previous administration of Arthur H. Mabley. The new high school building completed this summer is one of the finest structures of the kind in California. The T. C. Kistner Company, associated with Lewis N. Crawford of Santa Maria, has designed a building that gives to practically every room an outdoor effect. The large auditorium and the fine arrangement of classrooms show great forethought.

THE DECADENT ART OF DESK-CARVING

The present-day emphasis in education is on good citizenship, sought as an objective, not only through texts and teaching, but especially through the social training of classroom, playground, and school life generally. Prominent among the civic lessons contemplated in the curriculum is respect for public property. Instead of the old notion that public property belongs to nobody, there has been substituted a respect for it motivated doubly: first by self interest, in that the pupil as a citizen is part owner; and second, in that the protection of community property is a responsibility of peculiar sacredness to every citizen.

The effectiveness of this teaching is nowhere more evident than in the appearance of the school itself. Not many years ago any surface within reach, sufficiently smooth for legible crayon or pencil marks, and occasionally free of watchful supervision, was inevitably inscribed with names, drawings, and witticisms in every degree of erudity and obscenity. Such markings are very rare indeed in the better grade of public schools today. They are found in new buildings only where management is slack and usually where low standards of sanitation, instruction, and school morale prevail. Whether in the classroom or in the basement, ugly scribblings and scratchings on walls and furniture are almost inseparably associated with bad smells. In the dismal old structures, where light and ventilation are bad, where floors creak and walls are musty, the half-covered inscriptions of generations of predecessors afford an irresistible suggestion to the youngsters to immortalize their names and wit in the most obvious places.

The desk top, of course, is the tablet par excellence for edifying scholastic posterity in regard to the names and events which each school generation deems notable and for giving enduring expression to mystic symbols of adolescent romance and imagination. It is also the most convenient and susceptible testing material for knife blades and a heaven-sent outlet for re-

Art in School Annuals Urged

Special Service Offered

IT IS commonly said that "coming events cast their shadows before them." One shadow that hangs over every school is that of graduation. But this shadow is a joyful one with its somber tones which are merely a suggestion of the mystery of life beyond graduation.

School days are glad days! School days are days that are always remembered! Tokens of school days are treasured as keepsakes.

And one of the most important and treasured keepsakes of school life is the School Annual!

Since School Annuals are landmarks in the life of every student, they should be of the best workmanship. They should be a work of art. They should be indicative of the best that school has meant to its students.

Attractive School Annuals are not a matter of accident. They are a matter of planning—of careful, artistic workmanship.

Some of the problems that must be studied and planned before the Annual is issued are: good photographs; the best art work; the grouping of material and pictures; and the all-important cover of this keepsake.

As a matter of sentiment, and as a matter of practical, efficient workmanship, the School Annual is the "coming event" which is casting its shadow over the schools of California. Realizing that all of these things are true, the Harr Wagner Publishing Company, in order to give service to the schools in this vital matter, has planned a special service that will prove of interest to every school in California which will have a class of students graduating in 1929. Inquiries sent to the Harr Wagner Publishing Company at 609 Mission Street, San Francisco, will bring direct to those who wish, information regarding the highest class, and most perfect workmanship throughout, in the making of School Annuals.

bellious and pent-up energy which cannot be utilized in the monotonies of class work. The inscriptions and carvings of some of the old desk tops still to be found in schoolrooms and junkrooms tell a story of human strivings and aspirations no less vivid to those who can read them, though perhaps less coherent, than do the hieroglyphs of Egyptian temples and monoliths. But modern life demands a less mystic method of recording the soul strivings of boys and nations. Chiseled hieroglyphs give way to government reports; and jackknifed hearts, entwined, to compositions on "What I Can Do for My School."

The old proverb about who finds work for idle hands to do no longer applies to our modern schools where the teacher beats the devil in finding it. The busy, happy youngsters however will agree in reading that statement in a complimentary sense. Carved desktops are an infallible index of idle hands and minds. That is, idle in the sense of not being occupied with prescribed curricular activities; for, of course, no healthy boy's mind or hands are ever idle in the sense of complete inactivity so long as he is awake. There is perhaps no better evidence of the efficiency of the schools of today than that desk-carving is now rare.

It would be an interesting thing to know whether these survivors of the ancient cult of desk carvers did or would have practiced their skill on the desks in the elementary and high schools through which they passed; whether they developed the habit there or were inspired to it by the antique and battle-scarred furniture in which they found themselves in college; or whether, perhaps, they were driven to this occupation as an escape from the ennui of college instruction. Did they receive civic instruction regarding respect for public property in the elementary school which did not carry over into higher education? Did they lack such instruction in the higher institution, or were they already immune to it? Probably their lack of respect for school equipment was due to the fact that the equipment was not respectable, or was of a character and quality which did not inspire pride of possession.

After all, is it reasonable to require respect for that which is not respectable? This is the gist of the matter from the standpoint of school administrators. Neither buildings nor equipment can escape abuse by pupils unless kept in shape to command respect. Dilapidated and disfigured furniture and defaced walls attract the jackknives and pencils as inevitably as the windows of an abandoned building attract stones. Clean and newly painted walls and well-finished desk tops are their own protection and the public opinion of any student body deeply resents their violation. Judicious instruction and even disciplinary measures may be necessary where bad traditions prevail, but new and well-renovated furniture is the best possible preventive against abuse. A few gallons of paint properly applied and a thorough renovation or a new installation of desks will go farther toward teaching an important civic virtue than any amount of punishment and a large amount of expensive instruction.

THE LURE OF THE SUBURBS

THE TREND of modern city residential expansion is into the suburbs. Increasing numbers of automobiles make it ever easier to "commute" between the offices and other hives of commercial activity in the cities to the pretty homes in the outlying districts. Spring and summer bring weather and vegetation that make suburban homes especially attractive. But what is a suburb? What, really, does the word suburban mean? What is its relation to urban. And to interurban?

A suburb may be the outlying part of a city or town, or a smaller place adjacent to a large city. "Suburbs" denotes the region on the confines of a city or town. According to Webster's New International Dictionary, the origin of the word is as follows: Old French "suburbe." Latin "suburbium," from "sub," meaning under, below, or near, and "urbs," city.

Anything suburban is therefore near a city. Anything urban pertains to the city itself. The interurban trolley car goes between (Latin "inter," between) cities or towns; interurban refers to anything connecting or passing between cities and towns.

MARIPOSA COUNTY INSTITUTE

By Adah M. Stewart

The Mariposa County Teachers Institute was held in Yosemite Valley, September 4, 5, and 6, 1928. Among the speakers on the program were Miss Helen Heffernan, Doctor Rueh, Mr. Roadman, Mrs. Whitaker, and John D. Barry, who delivered interesting messages from their own fields of work.

The plan of having institute before the beginning of the regular school term has proved a particularly happy arrangement for the type of county that Mariposa is. For three years this little group has gained inspiration and knowledge to carry on its work from early instructions and discussions of common problems.

To further the intimacy and interchange of ideas, there is an active association in the county which meets monthly for enthusiastic plannings and promptings. The initial meeting was held at the institute, when the following officers were elected:

President—Mrs. Alice H. Ellingham.
First Vice President—Mrs. Vera Beagle.
Second Vice President—Mrs. Anna Chatterton.
Third Vice President—Miss Louise Baille.
Delegate—Mrs. Adah M. Stewart.

Superintendent Thomas B. Price and his supervising teacher, George W. Fellows, were in charge of the program and were responsible for its success.

GUSTINE UNION HIGH SCHOOL NEWS

"Gustine Union High School opened the 1928–1929 term on August 27 with the largest attendance the school has ever had. There is enrolled in the day school 112 pupils and sixty-five adults in the evening classes. The school therefore has a larger attendance in day school by eighteen pupils than in any previous school year. The large increase in attendance is due in part to the fact that last year's senior class was small, and the incoming freshman class is larger than any class that has yet entered the high school. Several transfers from other high schools also added to the list to increase the attendance."

The above paragraph is a clipping from the newsy *Gustine Union High School News* which has appeared in its first edition. This school paper makes a creditable appearance and covers the field for the Gustine High School District which is in Merced County, California. On the cover of the paper, which is mimeographed, is a picture of the union high school. The students are doing this work under the leadership of the school faculty and Principal V. R. Belieu.

FROM WIRELESS TO RADIO

Guglielmo Marconi patented his wireless telegraphy invention in 1897. He had no idea, at that time, that this would one day develop into what the world today familiarly calls the "radio." The system was then known as wireless telegraphy or wireless telephony, clearly expressing the fact that messages were transmitted without wires.

Indeed, if anyone clipped this short and simply said "wireless," or spoke of sending a message "by wireless," it was regarded as slang. It is interesting to notice, however, that people always object to long names, and as soon as an invention or anything new becomes popular, the name of it almost always is shortened. Thus, people speak of "cars" or "autos" much more often than they refer to "automobiles."

The transition from wireless to radio came about because the wireless waves were thought of as radiating through space from a sending station. In fact, in 1912, the Radiotelegraphic Convention adopted "radiotelegraphy" as the official name for wireless. "Radio" is also used in physics, relating to radium, being a prefix which means, according to Webster's New International Dictionary, "connection with, or relation to, a radius, ray, or radiation." Radiotelegraphy, as perhaps was only natural, was abbreviated on popular tongues to "radio," a word which has undoubtedly come to stay.

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Alexander Hamilton Junior High School . . . . . *Oakland*
Washington Union High School . . . . . *Centerville*
Lakeview Junior High School . . . . . *Oakland*
Kern County Union High School . . . . . *Bakersfield*
Lowell Junior High School . . . . . *Oakland*
Santa Barbara High School . . . . . *Santa Barbara*
Kelseyville Union High School . . . . . *Kelseyville*
Palo Alto Union High School . . . . . *Palo Alto*
Thomas Starr King Junior High School . . . . . *Los Angeles*
Riverside Girls Junior High School . . . . . *Riverside*
Woodrow Wilson Junior High School . . . . . *Pasadena*

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DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN

Chief, Division of Rural Education of the State of California

The Rural Supervisors' Conference

THE SIXTH ANNUAL CONFERENCE of rural school supervisors was called in conjunction with the Superintendents' convention at Del Monte the week of October 1. The first meeting was called to order in the Copper Cup Room with Miss Beulah Hartman, president of the California Rural Supervisors Association, presiding and Miss Jane Ward, secretary of the association, acting as secretary. Community singing was directed by Miss Ruth Phillips, music supervisor of Sacramento County.

Superintendent William John Cooper addressed the conference and pointed out the significance of the economic problems of rural life in the determination of problems of rural education. The decrease in farm population in America is an economic problem to be solved by economic means. The present concern in this vital problem indicates the type of education necessary in rural communities. The application of intelligence and business acumen to the problems of agriculture is essential before any well-conceived legislation can be enacted. The farmer must learn to apply the principles suited to a modern, highly organized economic world, must learn to practice coöperative group marketing successfully, must learn to operate in larger units in the production of agricultural commodities, if the rural community is to be saved from further deterioration.

Miss Helen Heffernan, chief, division of rural education of the State Department of Education, addressed the conference on "The Supervisory Plan and Effective Rural Supervision." She said: "Supervision exists to improve teaching. In that fundamental viewpoint there is general agreement, but in the technique by which instruction may be improved there are vague and platitudinous generalizations. The first step a supervisor can take to guarantee an expert basis for supervision and to provide educational leadership which will discover the highest potentialities locked within the personality of the teacher is in the organization of a supervisory program in which teachers, pupils, and supervisor participate in the solution of specific, common problems. This constitutes democratic supervision, which should result in the development of expertness in teaching and professional growth on the part of the teacher and supervisor alike."

Miss Heffernan showed the application of the technique of supervisory planning to a typical mountain county in California, indicating the need of a preliminary survey to determine what the problems are, "the statement of objectives in terms of needs," the determination of strategic points for concentration by the supervisor, the technique by which the objectives might be realized, and the definite checks by which a supervisor might determine the effectiveness of supervision.

"The supervisor will be effective," said Miss Heffernan, "to the extent that he can make his plans the plans of the pupils, the teachers, the parents, and every educational agency in the community. By knowing in advance what is to be done does not necessitate slavish adherence to the plan. It should be capable of modification at any time during the year. But the presence of a supervisory plan does provide for a more economical and effective approach to the problems. It indicates that the supervisor has 'thought through' his problems and the routine inspection will be replaced by professional activities designed to fulfill the functions of supervision."

Doctor Harold Benjamin, director of practice teaching at Stanford University, discussed "The Evaluation of Teaching." The pitfalls of various mechanistic plans of teacher rating were pointed out, but the need of scientific evaluation of the teaching act was emphasized.

On Tuesday morning a breakfast session was attended by sixty members of the conference. Miss Josephine Murray, music supervisor of Tulare County, presented a proposed course of study in music for rural schools. The course of study was the work of a committee of music supervisors working in conjunction with the Northern Section of the California Rural Supervisors Association last year. The committee consisted of Miss Josephine Murray, Miss Ruth Phillips, Mrs. Mae Royer, Miss Anna Kyle, and Miss Helen E. Stephenson. The course of study presented by the committee will fill a long-felt need in California. In only sixteen of the counties of California are there special rural music supervisors. In the other counties the need of a suggestive course for use by teachers is indispensable to the progress of music education.

Miss Richmond of Butte County presided at the Tuesday morning session with Mrs. Mary Stewart of Inyo County acting as secretary. Mrs. Ada Camp Giffen, music supervisor of Fresno County, led the community singing. Miss Julia Hahn, supervisor, kindergarten–primary grades, San Francisco public schools, presented "The Supervision of an Activity Program in the Primary Grades." It was of particular interest to the supervisory group to hear of the development of an activity program, because this approach to primary instruction is particularly adaptable in the rural school. Miss Hahn enhanced the value of her splendid presentation by distributing a large number of photographs which showed the school environment necessary for an activity curriculum, the adaptation of the school surroundings to a program suited to children's interests and needs, and actual projects carried on in the school system.

"Problems of Contemporary American Life as a Basis for the Social Science Curriculum" was presented in a masterly fashion by Doctor John A. Hockett of the University of California. Doctor Hockett has been associated with Doctor Harold Rugg of Columbia University in research in the important field of social science curriculum. His address [printed in this issue of THE WESTERN JOURNAL OF EDUCATION] will doubtless have a profound effect upon the construction of a social science curriculum.

Doctor Arthur Gist, director of teacher training at San Francisco, and Mrs. Evelyn Clement, chief, division of teacher training and certification, presented various aspects of the problem of teacher rating. These addresses are to be made available at a later date.

The Wednesday morning breakfast session was devoted to problems of attendance and child welfare. Miss Mary Davis, Bureau of Child Hygiene, State Department of Health, discussed the minimal data essential to serve as a basis for health service to rural school children. Mrs Lillian Hill, chief, bureau of attendance and migratory schools, presented a "Handbook for Supervisors of Attendance and Child Welfare." This handbook in printed form will be available for distribution at an early date.

The past president of the association, Mrs. Ethel Ward of Shasta County, presided at the Wednesday morning general session. Mrs. Estelle Close acted as secretary and Miss Irene Loose, music supervisor of Orange County, directed the community singing.

Charles A. Adams, chairman of the committee of rural education of the State Board of Education, addressed the conference on "A Layman Looks at the Problems of Rural Education." Mr. Adams pointed out quite significantly that the problem of rural education was California's problem, and that it was as much the problem of the large urban areas as it was the problem of the sparsley populated districts. The migratory nature of our population is an assurance that the rural child of today will probably be the adult citizen of one of the metropolitan areas of tomorrow.

Mrs. Anna L. Saylor, director, state department of social welfare, presented the program of the department which she represents and indicated means by which the rural supervisor

could coöperate in realizing its objectives. Miss Sue Blasingham gave an interesting and valuable discussion of the Thorndike Arithmetics and how to use them to achieve satisfactory results in arithmetical instruction. Mrs. May Henshall, county library organizer, discussed the relation of the rural supervisor to the county library. Mrs. Henshall pointed out the need of closest coöperation in order that the library might render the most efficient service, and recommended the regular scheduling of supplementary textbooks and general reading in order that no material might be left inactive. The Tehama County plan of scheduling materials was particularly commended by the speaker.

John Imel presided at a valuable session on Wednesday afternoon, assisted by Miss Lida McCoid of Los Angeles County. Miss Alice Crimp, music supervisor of Los Angeles County, led the community singing. Dean W. W. Kemp of the University of California spoke on the topic, "Reorganization of Local Administrative Units as an Aid to Rural Supervision." The interesting problem of "bridging the gap between the elementary and high schools in rural areas" was skillfully presented by Doctor William Proctor of Stanford University.

The progress of junior high school organizations in rural areas has been slow, according to Doctor Proctor. The necessity for the beginning of secondary education at an earlier time in rural areas was emphasized and the 6–6 organization was recommended. The changes that are going on at adolescence—changes of a physical, psychological, and emotional nature—demand a type of education which at the present is not being offered to rural children.

The Thursday morning breakfast session was devoted to the course of study in industrial art. Mrs. Lennice Eyraud, art supervisor of Kern County, ably presented the new course of study in industrial art, which is available in printed form from the division of rural education. Mrs. Eyraud illustrated her presentation with a splendid exhibit of rural school art work collected in Kern County.

Dean Cubberly of Stanford University discussed the general problem of supervision at the meeting on Thursday morning presided over by Mrs. Edna Orr James of San Joaquin County and Miss Winnie Mae Mackey of Tuolumne County. Mrs. Helen Stephenson, music supervisor of Kern County, led in the community singing. The conference was particularly fortunate in having Miss Madilene Veverka, supervisor of kindergarten primary grades, Los Angeles public schools, to discuss "The Unassigned Time in a School Day."

One of the most interesting and valuable sessions of the conference was held on Thursday evening under the direction of Samuel J. Hume, director of avocational activities. Mr. Hume, in his introductory remarks, stressed educational dramatics as affording a means of emotional expression essential to the well-rounded development of the child. Miss Virginia Sanderson of San Jose State Teachers College presented the topic "A Simple Method of Play Production" and illustrated by a demonstration, "The Flattering Word," a one-act play presented by students in the department of speech arts at San Jose. Miss Marietta Voorhees, president of the Drama Teachers Association of California, presented "The Place of Dramatic Activity in the School Curriculum" in a thought-provoking manner. The Standard Symphony Trio demonstrated music appreciation by the presentation of a series of selections arranged by Arthur Garbett. Miss Doris McEntyre, director of English and dramatic arts in the Oakland city schools, was prevented from being present by illness. The Perry Dilley Puppet Theater presented "Red Riding Hood and the Wolf." This session was attended by supervisors and Superintendents in such numbers that the capacity of the main auditorium was taxed.

Friday morning, at the breakfast session, E. E. Frasher, supervisor of agriculture of Fresno County, presented a proposed course of study in nature study and elementary agriculture for use in rural schools. Through simple demonstrations, Mr. Frasher made his audience aware of the mysteries which

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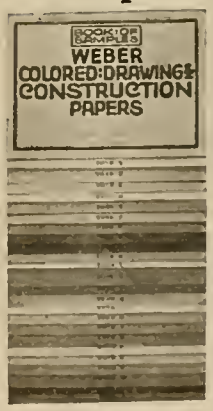

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surround us, which unfortunately are hidden because of lack of training in scientific observation. The course of study which he had prepared will be invaluable in promoting nature education.

The last session of the conference was held on Friday morning, Miss Arta Oldham Bradt of Placer County presided. Mrs. Estella Culp acted as secretary. Mrs. Towles of Yolo County led in the community singing. Doctor John Louis Horn presented the topic, "The Adjustment of the School Program to Meet the Needs of the Exceptional Child." His address provoked much discussion, and some experimentation on the departmentalization which he recommended is being planned. Doctor John C. Almack discussed "Adjusting Curriculum to Rural Needs." "The Primary Unit—Its Needs and Supervision" was the subject of a second address by Miss Veverka. Doctor T. W. MacQuarrie of San Jose State Teachers College presented the plan for training rural teachers at San Jose. Although this plan is only in the preliminary stages of experimentation, it promises a new type of teachers' college product better trained to cope with the difficulties inherent in the rural situation.

Of the fifty-two counties having rural school supervision, it was noted with pleasure that forty-three counties were represented. The nine counties not represented were for the most part smaller counties, where it seemed difficult to have both supervisor and Superintendent away at the same time. Two counties were not represented because of the illness of supervisors who were prevented from attending. The best way to look forward is to look backward to the first conference in 1922 when only twenty-two supervisors met at Riverside and formed the association. Rural supervision is firmly established in California. All of the problems are not solved, but the earnestness and devotion of those engaged in the work is the greatest promise of ultimate solution.

Activities of Rural Supervisors

THE CALIFORNIA RURAL SUPERVISORS ASSOCIATION met in conjunction with the state rural supervisors' conference at Del Monte the week of October 1. The activities of the association consisted of the annual banquet on Tuesday evening at which 119 supervisors and County School Superintendents were present. The arrangements for the banquet were in charge of Mrs. Lillian Hill of the State Department of Education, assisted by Miss Arta Oldham Bradt, Miss M. L. Richmond, Miss Ruth Phillips, Miss Josephine Murray, Miss Grace Adams, and Mrs. Gladys Potter.

The annual business meeting was held on Thursday morning. The new officers elected for the ensuing year were: Miss M. L. Richmond, rural supervisor, Butte County, president; John Imel, rural supervisor, San Diego County, first vice president; Mrs. Lennice Eyraud, art supervisor, Kern County, second vice president, and Miss Emily Rothlin, rural supervisor, Lassen County, secretary–treasurer.

Miss Richmond, the newly elected president of the association, has devoted her entire professional career to the cause of rural education, and out of a rich and varied experience as teacher, county school superintendent, and rural supervisor she brings a genuine appreciation of the problems related to the equalization of educational opportunity for rural boys and girls. Under her leadership the association is guaranteed the continuation of the progressive program for which it stands in California.

The association unanimously voted to support Amendment 6 because the welfare of rural schools is especially dependent upon a stable state school administration, which the proposed amendment makes possible.

The following resolutions were passed by the conference:

I. *Whereas,* the State of California with its tremendous growth and increasing complexity of educational problems is now working under a type of educational administration which is unwieldy and in danger of political manipulation; and *whereas,* the effective functioning of

any educational system is largely dependent upon a properly safeguarded state educational administration; and *whereas*, the proposed Amendment No. 6 offers the best guarantee of educational integrity and progress to the citizens of the State of California; therefore, *be it resolved*, that we, the rural supervisors of the State of California in convention assembled, go on record as favoring said Amendment No. 6; and *be it further resolved*, that we show this approval by using every effort to secure this progressive and nonpartisan legislative action.

II. *Whereas*, adequate and certain financial support is a necessity for the effective continuance of the public schools of California; and *whereas*, under present conditions this financial support is uncertain and in grave danger of failing; therefore, *be it resolved*, that we, the rural supervisors in convention assembled, go on record as strongly favoring Amendment No. 3, which guarantees a fixed and sufficient revenue for the effective continuance of the California public schools.

III. *Whereas*, our program has afforded us information and inspiration directly from the foremost educators of our state; therefore, *be it resolved*, that we, the rural supervisors of California, tender to our very efficient chief, Miss Helen Heffernan, our sincere appreciation of this further effort on her part for the advancement of rural education; and *be it further resolved*, that Miss Heffernan kindly act for us to convey our gratitude to all the speakers for their wholehearted sharing with us their deep scientific knowledge and broad experience.

IV. *Whereas*, our meeting this year has been made possible and successful by the recognition and coöperation of the California State Department of Education; and *whereas*, we have had an adequate, pleasant, and fixed room for our meetings; therefore, *be it resolved*, that we extend our thanks to William John Cooper, head of that department.

V. *Whereas*, it is necessary for the furtherance of our work that we have publicity and an organ for the exchange of ideas; and *whereas*, this has been made possible through space given to us in the pages of The Western Journal of Education; therefore, *be it resolved*, that we, the rural supervisors of the State of California, extend to Harr Wagner our thanks for his courtesy and fine spirit of coöperation.

VI. *Whereas*, the costs of education, as of any other business, increase as the size of the administrative unit decreases; and *whereas*, the efficiency of the function of education decreases as the size of the unit decreases; therefore, *be it resolved*, that we, the rural supervisors of the State of California in convention assembled, express our desire for as large a unit of educational administration as is practicable; and *be it further resolved*, that we offer as a suggestion the county unit plan as formulated by Dean Cubberley.

VII. *Whereas*, rural supervision has been accepted as an integral part of the California educational system; and *whereas*, there is at present no provision in the law for paying the necessary expenses incurred in the discharge of their duties; therefore, *be it resolved*, that this organization go on record as favoring legislation that will make provision for the paying of the actual and necessary expenses of supervisors while engaged in the discharge of their duties.

VIII. *Whereas*, health supervision involves four divisions: health service, health research, health education, and physical education; and *whereas*, training is necessary to enable the teachers to coöperate effectively in the four divisions of health supervision; and *whereas*, teachers are now handicapped by lack of such training; therefore, *be it resolved*, that training in health supervision be required for graduation from our teacher training institutions.

Respectfully submitted by

M. L. Richmond, *chairman*,
A. L. Case,
Jack Byfield,
Ruth Edmands,
Irene I. Loose,
Georgia Johnson,
Committee.

A twelve-unit building including eight classrooms and two laboratories will be erected in Chula Vista and National City, Cal. A seven-unit building which will provide four classrooms and two laboratories, besides principal's office, library, teachers' restrooms, and nurse's room, will be built in the south district. The estimated expenditure in each district amounts to approximately $46,000 in the southern section and approximately $67,500 in National City and Chula Vista, respectively. The plans contemplate providing for about 400 children in National City, 350 in Chula Vista, and 175 in the southern section.

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PROBLEMS OF CONTEMPORARY AMERICAN LIFE AS A BASIS FOR THE SOCIAL SCIENCE CURRICULUM

A Lecture Delivered Before the California Rural Supervisors' Conference, Del Monte, October 2, 1928

By JOHN A. HOCKETT, *University of California, Berkeley*

EARLIER PRACTICES IN SOCIAL STUDIES

IT IS SOMETIMES SAID that a college instructor cannot talk about any subject without going back at least as far as the Ancient Greeks to get a running start. I am not going to ask you to run that far, but I believe it will be profitable to take just a moment to consider the sort of past that we have to live down, in our teaching of the social studies. It is little short of tragic that we have so woefully neglected or miserably handled the treatment of this most crucial of all school subjects during the larger part of our national history.

Geography was the first of the social studies to enter the elementary school curriculum, the Reverend Jedediah Morse's *Geography* having appeared in 1784. The first little booklet on United States history was not produced until 1821, more than a generation later. Noah Webster's *History of the United States,* published in 1832, contained an introduction to the study of the constitution of the United States and marked the beginning of the study of civics in the elementary school.

It is not with the dates, however, but the content and organization of these books that we are concerned. It is hard to appreciate the formal and formidable character of these early books and the teaching methods that accompanied their use. Accounts of wars and battles constituted nearly half the content of the histories. Military and political history made up four-fifths of the content. The pupils were fortunate indeed if they gained any understanding of the basic social and economic conditions and problems of their own or of earlier times. The emphasis was on mastery of numberless facts, memorization of hundreds of names of persons and places, dates, and bits of information.

Geography, Cubberley tells us, was fact-geography—astronomical, physical, natural, and political—ship-captain or mail-clerk geography. Many of the earlier geographies and histories were written like the popular catechism. The following extract will illustrate:

"Q. What is the situation and extent of France?
"A. It is situated between 42 and 51 degrees of north latitude, and between 5 degrees west and 8 degrees of east longitude. It is 600 miles long and 500 broad.
"Q. How is France bounded?
"A. It is bounded by the English Channel and the Netherlands on the north; by Germany, Switzerland, and Italy on the east; by the Mediterranean and the Pyrenean Mountains, south; and by the Bay of Biscay, west.
"Q. How is France divided?
"A. Into 21 provinces formerly, and lately into 83 departments.
"Q. From what is the name France derived?
"A. It is derived from a German word signifying *free men.*"

CURRENT PRACTICES

Let us congratulate ourselves that we have left such formality and encyclopedism far behind! But have we? Undoubtedly we have discarded the method of the catechism in the writing of books, if not in the conduct of the recitation. Have we, too, abandoned the tendency toward encyclopedism—the telling of a little something about almost everything: one sentence about Oshkosh, two about Bogota; a word about this explorer; a short paragraph about that statesman? The evidence is that we have not.

In September, 1926, D. C. Ridgley presented in the *Journal of Geography* an analysis of five recent widely used second book geography texts. He showed that the number of different place names appearing in these books varied from 1168 to 1646. The total number of different places referred to in the five geographies was 2712, only 613 of which were common to all five books. More than one thousand places received recognition in only one of the five books.

More recently, H. B. Reed in his *Psychology of the Elementary School Subjects,* makes an estimate of different facts presented in Books I and II of three leading geographies. He concludes that in Book I the number of facts ranges from 1149 to 3702 and in Book II from 1443 to 5681. Discussing the nature of the facts, he states that technical terms make up about 15 per cent of the total number of topics, whereas peoples and persons comprise less than 5 per cent of the total. He concludes that if we exclude technical terms 95 per cent of the remaining topics may be classified as locations and products. Rightly does he ask: "Who can describe 400 cities, 67 rivers, 46 mountains, and 144 agricultural and manufacturing products, make good literature out of the descriptions, and organize it on scientific principles?" In the light of such evidence it is not hard to credit the story of the man who replied, when his son came home from the university reporting that he had been studying college geography, "My boy, you must be able to locate and bound every county in the United States."

THE PROBLEM OF CURRICULUM SELECTION AND ORGANIZATION

Yet, geography is not a meaningless subject. It need not be a tiresome array of isolated facts. It is rich in principles, relationships, generalizations, and in significance for human welfare. The same is true of history and civics and the other sciences that we designate as social. These branches of knowledge hold great contributions to understanding and wisdom; mere learning is not enough.

The difficulty is not with the subjects themselves, but with our treatment of them. In fairness we must admit that the texts used in the schools you represent are vastly superior to those of a century, even a generation, ago. They are probably the best of their type thus far developed. But merely to make our books more attractive, our descriptions more vivid and interesting, seems to me inadequate. We require above all two things: first the development and application of adequate criteria for the selection of the content presented, and second the utilization of sound principles in the organization of that content. I propose to discuss, in the time available, each of these paramount needs.

Upon what bases, then, shall we select from the vast number of facts, principles, relationships of cause and effect, movements, events, persons, dates, locations, and other materials of the social studies? The problem in curriculum building and in teaching is ever one of relative values. Which of all possible learnings will most effectively contribute to an adequate understanding of the world we live in? Which will best lead to the development of those traits and characteristics which constitute good citizenship? If we asked ourselves these questions more insistently, we should, I believe, reject much of the content that we require our pupils to learn and substitute other more vital, "functional" subject-matter. To solve this problem of subject-matter selection we must have research into the nature of present society, only the beginnings of which, from the educational point of view, do we have at present. In other fields the problem has been vigorously attacked. Present practice countenances the teaching of only those spelling words which in all probability pupils will need to spell. In arithmetic we have dropped from the curriculum many processes, which upon investigation prove to be seldom used.

The problem is much more difficult of solution in the case of the social studies. In the first place the field is most extensive. History is a record of everything that ever happened. Likewise, the materials of geography and civics are well-nigh infinite. In the limited school time available, our pupils can acquire only that knowledge which is of primary significance. Should they know about, let us say: Aaron Burr, Hannibal, James G. Blaine, Bessarabia, Tunisia, Belgrade, the Wilmot Proviso? If so, what should they know about each, and to what purpose and in what connection should it be learned? (For simplicity, I am mentioning only intellectual outcomes.) The criterion, I insist, must be this: the extent to which any learning helps the pupil wisely to perpetuate, modify, and make adjustment to his present social environment. Various criteria for the selection of curriculum content in this field have been proposed. I should like to suggest the possibilities of one method of attack: the determination of the great social problems of our time and the selection of curriculum content as it contributes to the understanding of those problems. I do not claim that this is the only desirable approach to the analysis of society or to the selection of subject-matter. I believe it is one suggestive method.

ASSUMPTIONS IMPLIED IN EMPHASIS ON SOCIAL PROBLEMS

I recognize that one makes certain assumptions in adopting this point of view. Perhaps it would be helpful to recognize these assumptions explicitly. It is assumed that the majority of citizens need to understand the society in which they live and the problems which face it. Many persons would grant this assumption readily; others question the extent to which such understanding is possible on the part of the rank and file of citizens. Why, then, should the majority of men and women understand contemporary society and its problems? Primarily, because we Americans are definitely committed to the democratic principle. An ignorant populace may be tolerable, indeed desirable, under other forms of social organization. Democracy without an informed citizenship is impossible.

The difficulties of understanding the Great Society are legion. Pre-

dominant among them perhaps is the very size and complexity of modern institutions and forces. Take the United States: continental in area, larger than the Roman Empire when Rome ruled the world; cities of one, two, three, six millions; in one city nearly twice as many people as constituted the nation when Washington was inaugurated. Huge industrial organizations, billion-dollar trusts and super-trusts, gigantic machines, the mechanical power of three billion slaves, gross size, inconceivable bigness overawe and belittle the individual.

Not size alone do we encounter, but complexity on all sides. Elaborate political machinery, checks, balances, divided responsibility, unknown candidates, secret manipulations and bargainings, sectional struggles, blocs, equivocal platform promises, confusion of issues, perplex and bewilder the sovereign people. In industrial life we are equally nonplussed by the intricate mechanism of industry; by tremendous, largely unregulated production; minute special specialization of labor; monotonous mechanical work; mutual interdependence coincident with competitive struggling of industries, of classes, of nations; industrial cycles; labor turnover and unemployment; a dominating network of financial management; interlocking directorates; foreign capitalism.

In social life we are distressed and confused by: a breaking down of authority; a questioning of the bases of morality and of the family; by a reign of sensationalism; jazz, movies, autos, radio, tabloids; above all perhaps by urbanization—hectic, noisy, ugly, screeching, distracting, impersonal city life. A congeries of races and nationalities, scattered over vast areas there, congested here, now melting and fusing, again boiling and sputtering, add to the turmoil.

Wealth—fabulous resources, make our nation the creditor of the world. Tremendous extremes: staggering accumulation and reckless extravagance coexistent with poverty and want, force us to question our ideas of justice.

Ideals of a materialistic, acquisitive nature dominate our national life. More profits, more wages, more automobiles, more luxuries, greater expenditure—these are too often our boasts and our aims.

Above all—we live in the most dynamic period in the world's history. We witness more invention, more change, greater transformation in a decade than formerly occurred in a century, perhaps in a millenium.

Herein is the great challenge of the social studies, a worthy challenge to the best that teachers, supervisors, curriculum makers, research students, educators everywhere can give.

THE NEED FOR INTELLIGENT SOCIAL ACTION

A second assumption implied in the adoption of the point of view under discussion is that up to the present we have not succeeded in developing a satisfactory degree of social understanding among people generally. Indeed, one does not see how it could possibly have resulted from the type of instruction the present generation enjoyed (?) in its school days.

If we look about us we see that the common man has slight hold on the reins of power. Not only is the average citizen unable to solve the problems which press for solution upon the sovereign people, but usually he is indifferent to them or entirely unaware of their existence. Strenuous efforts and artificial stimuli prod 50 per cent of the voters into taking ten minutes' time on election day to cast a ballot. In what proportion of cases is it an intelligent vote? Energy that could, if intelligently directed, recreate the world we live in is debased into channels that multiply rather than mitigate our unhappiness and difficulties. Think of the tragic appeals to violence, prejudice, race strife, class antagonism, religious dissension, national animosity and ignorance connoted by such words as: Ku Klux Klan, Herrin, Ill., race riots, lynchings, yellow journalism, chauvinism, anti-evolution laws. And so we might continue at length to indicate what is wrong with the contemporary picture.

A frank recognition of the ills of our social structure does not necessarily imply pessimism. I, for one, feel optimistic as to the future of our common welfare. A hopeful outlook rests, I believe, upon our faith in education. Such faith guides many of our leaders both within and without the teacher's profession. "The difficulties of democracy are the opportunities of education," cries Butler. "Faith in popular sovereignity is futile without faith in schools," says Suzzallo.

There is serious doubt as to whether the average citizen can be equipped through the education of the elementary and secondary schools personally to solve the many social, political, and economic problems that constantly demand solution. Probably he cannot in any complete sense, for the number, variety, and complexity of our common problems increase with great rapidity. But solve them he must, or choose leaders who can satisfactorily grapple with them.

The problem has been clearly stated by Bagley, who says: "Our people tomorrow, a year from tomorrow, ten years from tomorrow will be facing and trying to solve problems compared with which the greatest military campaign is child's play. And these problems must be solved under the guidance of leaders chosen by the rank and file and through programs that are constantly subject to evaluation, to revision, and to rejection by the rank and file."[1] As he points out, also, it is futile to rely only on the education of leaders, the great majority of whom under an uninformed electorate would fall to a quick defeat at the hands of the demagogue and the political machine.

It is not that we are making a complete failure of our attempts at democratic government and at democratic modes of living together. The pity is that we might do so much better. As has been well said, the theory of social and political opration is today in the hands of men who have knowledge but no power; the practice of society and politics is in the hands of men who have power but no knowledge. Two short quotations from James Harvey Robinson present the matter incisively: "If the majority of influential persons held the point of view that a few rather uninfluential people now do, there would, for instance, be no likelihood of another great war; the whole problem of 'labor and capital' would be transformed and attenuated; national arrogance, race animosity, political corruption, and inefficiency would all be reduced below the danger point. . . . We have available knowledge and ingenuity and material resources to make a far fairer world than that in which we find ourselves."[2]

His contrast of our methods of handling mechanical and social difficulties is forceful. This is the way he puts it: "When we compare the discussions in the United States Senate in regard to the League of Nations with the consideration of a broken-down car in a roadside garage the contrast is shocking. The rural mechanic thinks scientifically; his only aim is to avail himself of his knowledge of the nature and workings of the car, with a view to making it run once more. The Senator, on the other hand, appears too often to have little idea of the nature and workings of nations, and he relies on rhetoric and appeals to vague fears and hopes or mere partisan animosity."[3]

Whatever influence is possessed by the recommendation of the twelve eminent members of the curriculum committee of the National Society for the Study of Education is pledged to the point of view that the school must "consider definitely the merits and deficiencies of American civilization." They agree that: "It is of increasing moment that our educational agencies be organized for the task of bringing children to a progressive understanding of their responsibility for social progress and of the problems, practices, and institutions of social life. Throughout their school careers, pupils should be given opportunities to think about these problems and institutions, to develop attitudes of understanding and tolerance, and to perfect habits of right conduct and creative self-expression. Because other agencies—such as the typical American home, the press, the church, the platform—cannot exert an adequate educational influence for social improvement, it is imperative that the systematic curriculum of our schools shall consider definitely the problems of economic, political, social, and individual life. Only through frequent and definite practice in clear thinking and right feeling about these problems and issues can children grow in the power to meet them."[4]

PSYCOLOGICAL SANCTIONS OF PROBLEM SOLVING

Considerations of learning also indicate the desirability of organizing social science materials around problems. Experimental education has shown that an individual learns best and improves most when he is confronted with a problem—a challenging situation requiring the exercise of ingenuity, effort, and thought. It seems true that we take for granted matters even of fundamental importance unless they present us with problems. The brain is an efficient organ in this respect. It does not give attention to things as long as the ordinary conduct of life is not interfered with. "We never miss the sunshine until the shadows fall." Psychologists like to challenge us to draw or describe accurately the face of our watch. Although we look at it many times a day, we cannot reproduce it without special effort. Merely because we do not react to things in general, but to specific things which demand or challenge our interest.

One great shortcoming of our former courses and methods was the tiresome presentation of fact after fact, the important and the trivial, without discrimination and without challenge to thought or action. We cannot wonder that the pupil's response was so frequently the lackadaisical one so well phrased by the Two Black Crows: "Who cares about that?" Active thought, learning of any sort, requires the challenge of a forked-road situation; the stimulus brought about by the blocking of an on-going activity. Kilpatrick tells us that "for teachers and pupils to work together at unsolved problems is apparently the most educative of all school endeavors." And again, "If our pupils are to grow into an adequate citizenship, they must with increasing age and with due regard to their growing outlook and interest become increasingly familiar with the problems of civilization. . . . That many of these problems will be controversial will, if they are

1 Bagley, W. C.: *Determinism in Education*, p. 28.
2 Robinson, J. H.: *The Mind in the Making*, p. 3.
3 Robinson, J. H.: *Op. cit.*, pp. 4, 8-9.
4 *Twenty-Sixth Yearbook* of the National Society for the Study of Education, Part II, p. 15, 1926.

handled wisely, but enhance their educative value. The effort is not to hand out solutions, but to develop methods of attack, to develop an intelligent appreciation of the problems themselves as well as an intelligent appreciation of facts pertinent to their solution." I have quoted from Kilpatrick's "Education for a Changing Civilization" which I commend to you as a most stimulating and challenging little book.

I do not urge that children shall do nothing but struggle continually with difficult social, political, and economic problems. To attempt such a procedure would be not only absurd but impossible. I would have children do many of the same things that they do now and have long done in our best schools. They will engage in a wide variety of activities: extensive reading of interesting, vivid accounts and descriptions; dramatizations; constructive work; reading, interpreting, and making of maps, graphs, cartoons, and pictures; the making of collections and exhibits; and other suitable educative activities. They will learn many facts, perhaps more than under the old régime. But in acquiring information and in other activities there will be a definite motive. Rather than crowding facts on children, we will stimulate them to seek the facts that they may understand some particular condition, some line of development, some challenging problem. Their other activities also will be for the purpose of representing or clarifying these larger outcomes.

It is easy to subscribe to the statement that the aim of the social studies should be to give children a competent understanding of the social world in which they live. It is much more difficult to insure that the many details of our daily work be so selected and organized that they effectively contribute to our larger aim. It is in this respect that our emphasis on social problems seems justified. If we ask ourselves whether any particular activity or information promises to be of value, now or later on, in understanding a significant social problem or issue we have one usable criterion of subject-matter selection. With due regard to the maturity and interests of children, if we also organize our materials of instruction to point to the consideration of the problem, we satisfy also a fundamental psychological principle.

This point of view does not mean that pupils will look only at the deficiencies of civilization, or that we would develop either pessimists or radicals. The attempt to solve even one social problem requires a well-balanced understanding of social relationships, and leads one to recognize the richness of the social heritage which we enjoy. With such understanding and appreciation one is not likely to be susceptible to the charms of ill-considered, superficial, visionary, revolutionary panaceas. One is likely to develop a scientific attitude, which recognizes the desirability of changing social institutions and practices to keep pace with the ever-changing conditions and demands of a dynamic world.

IMPLICATIONS OF THE STUDY OF SOCIAL PROBLEMS

Many questions of theory and practice arise in connection with the topic we are discussing. At what age should pupils begin to think about society's problems? We do not at present have sufficient evidence to answer this question fully. Experimentation is needed. We do know that our presentation of problem material must be suited to the interests and abilities of pupils. We know that very young children become interested in some aspects of their immediate environment, particularly in matters which influence their lives. Their interests become broader as they mature. As has been indicated, the environment of the modern citizen is vast and complex. Many forces, events, relationships that are of great significance to us all are hidden from daily experience. Someone of whom we may never have heard makes a decision. We lose our jobs; or find ourselves with crops or goods or securities which we cannot sell. A discovery is made, an invention is perfected, and our way of living, perhaps our means of livelihood, suffers a transformation. A spark in a minor Balkan state sets off a world conflagration. Since these hidden things are of such significance in our lives, it follows that we should be greatly interested in them if we knew and understood them. It is the function of the school to reveal to the individual these concealed forces upon whose action his livelihood and happiness so largely depend.

What does it mean to study a social problem? It means to appreciate the existing conditions which are considered unsatisfactory—to understand the gap between the actual and the more desirable, which constitutes the problem. This understanding usually requires a knowledge of how the conditions came to be as they are. One should study various proposed solutions of the problem, and should recognize the merits and deficiencies of each suggested remedy. It is wholesome to realize that unsatisfactory conditions are generally caused by rather fundamental forces, within and without human nature, and are not likely to be satisfactorily and permanently improved by punishment of individual wrongdoers or the mitigation of individual cases. One should come to see that the solution of a serious problem is a very difficult matter, and that superficial, doctrinaire panaceas are more likely to effect harm than improvement. Young people, and adults as well, should learn to demand factual evidence, to insist upon all pertinent facts on all sides of a question, to be critical of sources of data, to be tolerant and sympathetic toward the views of each partisan interest, to practice the suspension of judgment and rational, nonemotional consideration of social matters. Students should learn to interest themselves in these matters of great common significance which can be remedied only by enlightened common effort. They should develop a conception of how they can contribute to the solution of the various difficulties and how they may lead others to a like effort. It is helpful to realize that many of our problems persist generation after generation to challenge us repeatedly—sometimes in changed form. But new problems, also, arise continually in a dynamic society. Our young people must be prepared to face an unknown future, to expect to meet new problems and to attack them in the scientific manner that they have learned to value in their school study.

A broadening of the horizon and sympathies of men is imperative. The pioneer battling with nature was forced to rely on himself; he could safely be an extreme individualist. Today when integration and mutual dependence increase continually, individualism is criminal. The coming generation must learn, as the older one has never learned, to think in terms of group progress, world coöperation, the welfare of all humanity.

Obviously, the school must rigidly guard against partisan consideration of controversial issues. It must ever be alert to detect the ulterior motives of interested groups who would propagandize through the classroom. This is a danger that cannot be minimized. We have frequent reminders of its reality. But to examine critically and discuss freely and impartially the implications of the problems of our age is not a perversion of the school's function. To do less is to fail of our duty, for there is no doubt that the school is the chief agency of social improvement.

Only recently have we come to appreciate the importance of attitudes in controlling conduct. Nowhere is this greater than in the field we are considering. If it be true that our "intellect is a mere speck afloat on a sea of feeling," two implications follow: First, we must train the intellect and strive to increase its influence. Our collective behavior must be either intelligent or disastrous. But we must also work diligently to build up the sort of emotionalized attitudes that will reinforce and not negate the influence of intellect. We have evidence that these powerful controls of conduct can be taught. Indeed, attitudes of some sort will be taught in our daily work, whether we will or no. Let us teach consciously the ones that will promote coöperation and progress. I have already suggested some of these

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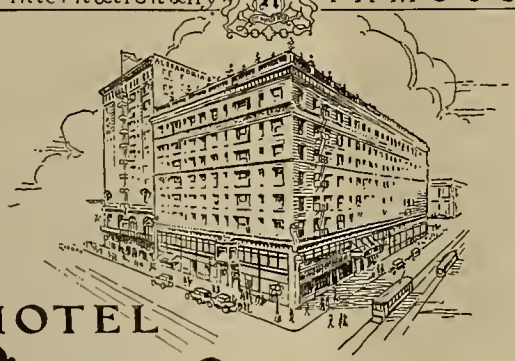

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attitudes: open-mindedness, tolerance, suspended judgment, coöperation, intelligent optimism, sympathetic understanding. Consideration of social issues presents the finest opportunity for the development and practice of these invaluable traits.

NEED FOR UNIFIED TREATMENT OF SOCIAL STUDIES

In our future work in the social studies, we shall, I believe, tend to ignore more generally the arbitrary divisions into separate subjects that have so long interfered with true understanding. If our aim be to give an understanding of the present, is it not absurd to trace the past development of a people or a region at one time under the subject "history," and to consider the present at some other time, a year or two or three later, under the subject "geography," and possibly still again at another time as "civics"? If each separate treatment gave an adaquate understanding of the topic, we could justify review and repetition as principles of learning. But one does not get a complete view from any separate treatment. Present conditions are the result of geographic influences *and* of past developments *and* of racial characteristics. Suppose we want our pupils to understand the Philippine problem. Does geography alone explain it? By no means. The tropical climate and the Asiatic location are absolutely essential in interpreting the situation. But so are the events of the past three hundred years, and particularly the past thirty years. The promises, the attitude, the policy of our government; the abilities and traits of the natives; the economic interests of our business men; the present world situation regarding colonies—all of these factors, and others, must be considered and evaluated, not in isolation but together, at one time, if one is to understand the Philippine situation.

We might multiply examples of this type indefinitely. There are times when geographic or historical or civic influences will predominate. It is desirable at times to draw geographic generalizations; to trace in many places the similar effects of particular topography or climates or soil. It is helpful to isolate and consider general tendencies, cause-effect relationships in the political or social history of a people. These activities, very important though they are, will not require separation of subjects. In fact to consider geographic relationships in connection with pertinent historical generalizations, laws, and problems will result in better learning of each.

To realize our highest aims in the teaching of social studies we must have new and different textbooks, embodying many principles of organization that have not been incorporated in books of the past. Material must be drawn from any field that will contribute to understanding the topic or problem being considered. There must be much more reading material. One or a few sentences about each item is not enough. Undoubtedly, we shall have to teach fewer things well, rather than make the impossible attempt to teach everything and accomplish little or nothing. The textbooks of the future must be so organized that they stimulate interest and thought and discussion, where before we have effectively stifled these types of activities.

New textbooks of this type are beginning to appear. More and better ones are sure to follow in the near future.

Much can be accomplished, however, with present materials. Textbooks should be the tools of teachers and pupils—not the masters. Let us encourage pupils to question, to raise problems, to challenge statements, to discuss with one another—and to use textbooks as sources of information along with supplementary books, encyclopedias, current periodicals, and newspapers—sources of facts or opinions which will help answer their questions, shed light on their problems, clarify their ideas.

In conclusion, let me merely re-state the purposes I have had in mind in this discussion.

I have tried, first, to increase your dissatisfaction with formal, memoriter, verbal, encyclopedic, isolated, merely factual, purposeless learning and teaching of the social studies.

Second, I have attempted to present to you something of the challenge of the social studies: to indicate the crucial importance of developing in our schools a generation of young people interested in and intelligently informed about the conditions and problems of their social world. This is the great opportunity of the school. If we as teachers and supervisors would accomplish this for our pupils, then we, too, must be students of society.

If I have failed to suggest specific methods and devices— to be more immediately practical—it is because I have tried to strengthen your vision of the larger and better things for which we may strive.

The necessity for equality of opportunity for every student in the classroom, so that the utmost capacity of the child is satisfied, was emphasized in an address by Walter L. Bachrodt, Superintendent of Schools, San Jose, Cal., before 590 teachers of local elementary, junior, and high schools held this month in the annual teachers' institute.

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NEWS AND COMMENTS

By HARR WAGNER

Vote for Amendment No. 26, No. 6 on the Ballot

WILLIAM JOHN COOPER is a great educational leader. He is unselfish in his devotion to the work of the schools. It is absolutely essential, in order that he may carry on his work effectively, that educational progress be upward, not downward; that No. 6 on the ballot be carried at the general election on November 6. The convention of the City and County and District Superintendents voted unanimously to urge its passage. The State Teachers Association is urging the people to vote for it. We must get votes for Amendment No. 26, No. 6, on the ballot.

Convention of Superintendents—Conference of Rural Supervisors

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION WILLIAM JOHN COOPER arranged an excellent program for the annual meeting of County, City, and District Superintendents of Schools of California, which was held in Hotel Del Monte, Del Monte, Cal., October 1–5.

The greetings and responses at the opening of the general session formed one of the outstanding features of the program. J. W. Linscott and Job Wood were specially honored, and responded with the enthusiasm of youth and with the wisdom of age in their well-chosen remarks. Superintendent Force gave an excellent address of welcome and Ada York responded on behalf of the convention with a speech that for felicity of expression has seldom been surpassed. The introduction of new Superintendents in new places and old Superintendents in new positions by G. P. Morgan, the oldest Superintendent in point of service, in the convention, was a unique and humorous feature. Superintendent Morgan's wise remarks, adept phraseology, and keen satire were met with frequent bursts of applause.

In contrast to this was the memorial service, E. P. Clarke, presiding, and opened with prayer by William John Cooper. The convention paid its final tribute to Arthur Vincent, Walter B. Crane, and Mark Keppel. Blanche Reynolds spoke of Arthur Vincent, Susan Dorsey of Walter B. Crane, and A. R. Clifton, F. F. Martin, and David Martin of Mark Keppel.

The feature that was supposed to touch off the dynamite was the general session of Thursday morning, October 4.

The morning was devoted to "Some Situations Arising From a District System of School Administration," discussion led by Doctor L. H. Peterson, and "Equalization of School Support," discussion led by Ray Holbrook of San Bernardino. The California Taxpayers Association was supposed to furnish the dynamite. The Superintendents expressed a number of individual opinions and the unit plan of county governments was discussed. Superintendent Upjohn made a very clear and convincing statement of how such a plan would be a failure in Los Angeles County.

Another feature was the discussion of "The County Purchasing Act in Operation." The discussion was led by C. W. Edwards, Rowena Norton, Dan White, and James G. Force. The general discussion indicated that there was a great difference of opinion about how to get the best results under the law and a general conclusion that the law is not working as successfully as its proponents had anticipated.

There were many sections devoted to various activities related to the work of school administration. Space and time do not permit special mention.

Convention Notes

THE MUSIC, in charge of Frederick Preston Search, was greatly appreciated.

The agricultural and rural school projects, as presented to the convention by pupils of Monterey County, was very effective. Superintendent Force and those in direct charge were complimented.

Helen Heffernan's report on Supplemental Textbooks was highly interesting and drew a large crowd. Her comparison of school library work in Calaveras County with a school district library system and Tuolumne County with a county free library system made a deep impression, and her conclusion that it was not practical to change our present efficient system of local listing of books for supplemental purposes met the approval of her audience.

There are now more than five million books and over five thousand titles in circulation. Miss Heffernan's report created much interest and she was complimented by many for the scientific way that she approached the investigation of the use of supplemental books.

Charles A. Adams introduced George Douglas, the famous literary critic of San Francisco, to an interested group in the loungeroom Tuesday evening. Mr. Douglas, whose delightful style of speaking is due to his felicity of phrasing, his subtlety of thought, and tonal expression, was greatly handicapped by the noisy lobby. His talk on "Carmel Art and Literature" was, however, very interesting.

Julia Hahn, primary supervisor of San Francisco, spoke before the rural supervisors on "The Supervision of an Activity Program in the Primary Grades." Miss Hahn presented in a very clear and definite way the successful working out of an activity program. Her interpretation of projects in the primary grades is fundamentally sound.

Susan Dorsey, Superintendent of Los Angeles City; Doctor Ernest Carroll Moore, president of the University of California at Los Angeles; Ada York, Superintendent of San Diego County, and Harr Wagner made a courtesy call on Preston W. Search, formerly City Superintendent of Schools of Los Angeles, author and lecturer, and a great promoter of the individual method of teaching the child, who is now living in retirement at Carmel. The conversation in the modest bungalow in which Mr. Search lives turned naturally to Mr. Search's recollections of Eliot, Emerson, Whittier, Holmes, and the educational leaders in the early nineties. On our way back to Hotel Del Monte, Doctor Moore quoted: "For conversation such as this," said Socrates, "all of life is none too long." It was a great talkfest, and Doctor Moore might have quoted Socrates to Mrs. Dorsey, "Talk so that I may see you."

William John Cooper touched the hearts of every old Californian and every young Californian who has read the history of California, by his sympathetic reference to John Swett. It was in his opening speech at the convention, and we who knew John Swett and worked with him could appreciate his remarks on the greatest school warrior and school legislator of the West. Herbert Bashford gave him a proper place in "Stories of Western Pioneers," and it is hoped that the memory of John Swett, his integrity, his vision, his methods of teaching, his love for the children of the poor, will always find a response in the heart of the modern educator.

The State Board of Education and the representatives of

textbook publishers held an interesting conference on Wednesday evening, October 3. The conference was arranged by Superintendent William John Cooper. There were about forty representatives present and there was an evidence of good will and mutual understanding. The desire of the present State Board of Education to secure textbooks best suited to the needs of the schools was apparent. Special emphasis has been placed on the merit of content of the books by the establishing of a core curriculum committee, to recommend texts for adoption. High pressure salesmanship, personal, political, and institutional pull under the new system will be reduced to a minimum.

Charles A. Adams, presided. Selden Smith, W. O. Baker, Chet Allen, Harry Linscott, J. O. Tuttle, F. A. Rice, Leroy Armstrong, A. B. Mavity, Dick Laidlaw, C. S. Jones, A. A. Belford, Fred T. Moore, A. L. Hamilton, E. C. Dudley, and T. Morehouse were among those who took part in the informal discussion.

F. A. Rice of Ginn & Co. made a distinct and valuable contribution in submitting to the State Board of Education suggestions for changes in Article 7474 in relation to the listing of high school textbooks. The principal changes are:

1. No adoption period is mentioned; in other words, school districts may order textbooks whenever they like.

2. It provides for a filing of textbooks at any time, which means that as soon as we publish a book it may be filed in Sacramento with a fee of one dollar and then be sold immediately to the schools.

3. The new law provides that the State Board of Education may publish a list, but they are not required to do so.

The lobby was of unusual interest. The members of the State Board of Education, the core curriculum committee, the presidents of the state teachers' colleges, the members of the various cabinets of the State Department of Education, the rural supervisors, the honored guests, and the representatives of the various publishing and school supply houses made the lobby a composite of all the varied interests of the great educational plant in California. In addition thereto, the men brought their wives, and in some cases the wives brought their husbands.

There were many interesting personalities present at the meeting. Among them were Doctor E. C. Moore, president of the University of California at Los Angeles. He is the lonesomest man in California, and yet the most genial. He does not belong to the crowd. His hobby is Socrates, and yet he is building a great modern institution that will stand for centuries.

Joseph Marr Gwinn, the new chief of the State Teachers Association, executive board, was for the first time a man of some leisure at the convention. He had a pleasant word and a genial smile for everybody.

David Martin of Alameda County was the center of attraction at the various meetings. His outbursts of oratory, his original illustrations, and his personal points of view would bring forth applause, a laugh, or a "heckle."

Charles Hughes, like his great namesake, Charles Evans Hughes, is always dignified. He brought with him to the convention, Mr. Jack Lynn of the Sacramento City Board of Education. Mr. Lynn proved to be a very popular member of the convention.

Lawrence E. Chenoweth of Bakersfield devoted himself to program work and to the duties of the convention. He was always on the job, like Will C. Wood, when he won the admiration of Edward Hyatt and the State Board of Education on the annual convention held on wheels, around Mt. Shasta.

Selden Smith of Ginn & Co. as usual was exceedingly popular. He was present with his wife, his mother-in-law, his magnetic son Ritchie, Harry Linscott, D. Tuttle, and F. A. Rice. Mr. Smith deserves his popularity with school people and competitors. His vision of education and social welfare has never been blinded by commercialism.

Doctor John A. Hockett of the University of California made the most notable address of the convention. For clearness of vision, for definite statements, for interpretation of modern educational thought, and for suggestions of applied new psychology, his paper is entitled to high praise. It is published in this issue of The Western Journal of Education. It will also be published in the *Educational Digest*.

The following groups have organized to work for progressive legislation, on school administration, and to oppose legislation that will increase taxes and decrease the efficiency, in their judgment, of the present methods of county supervision: County Superintendents—David Martin, Pasadena, president; Hubert Upjohn of Los Angeles, vice president; Miss Pansy Abbott of San Mateo, secretary-treasurer. District Superintendents—C. D. Jones of Hermosa Beach, president; E. D. Hummel of Beverly Hills, vice president; L. E. Adams of Burlingame, secretary–treasurer.

Thomas W. McManus of Bakersfield, and chairman of the Americanism Commission, American Legion, Department of California, gave an interesting address on "The Schools and Citizenship."

In a closing address, Superintendent William John Cooper gave the impression of a farewell speech. It is rumored that there is a possibility of his retiring to accept a position of great national importance.

Professional Reading in Stanislaus County

Superintendent A. G. Elmore of Stanislaus County requires in his standards for accredited elementary schools in the county the reading of two professional books. In checking up it was found that teachers were not reading just the required number, but that the average was between three and four books.

Helen Heffernan, chief, division of rural education, was a guest of honor of the Sequoia Club on Thursday, October 11, and gave an excellent talk on Amendment No. 26, No. 6 on the ballot, and an inspiring speech on the trend of modern education.

If Joaquin Miller, the Poet of the Sierras, the Tree Planter, and who with Wells Drury, Harr Wagner, John P. Irish, and Adolph Sutro initiated Arbor Day in California, were alive he would be active in the campaign for No. 4 on the ballot. Vote Yes on No. 4 for state parks for all California.

Mrs. Frances Effinger Raymond and Elizabeth Starbuck Adams have recently written and published a booklet for 1928–29 on "Balance in Skill Training."

Contents: (1) Introduction; (2) Typing program; (3) Shorthand program; (4) Promotion prerequisites; (5) Correlation between shorthand and typing; (6) Skill development program; (7) Accuracy—Speed scale; (8) Failures; (9) Fluency drills—Typing and shorthand; (10) A practical standard; (11) Rhythm and stroking rate.

The closing paragraph is typical of the human (not feminine) touch of these two progressive, successful women:

Envoi: If our program of progress and accomplishment meets with your approval and you enjoy our services, professional and educational, please voice that approval wherever it will be to your advantage and ours.

Life is a state of living, not an urge to the accumulation of wealth. We respect the Englishman, who secures a small income and then proceeds to enjoy living. We do not live when we are at work. We exist. It is only in the margins of time that we commune with nature. Meditation, serene content, and relaxation have been almost eliminated from our modern existence.

Mrs. Frances E. Raymond, manager of the Pacific Coast and Orient offices of the Gregg Publishing Company, has been in Los Angeles, Cal. Word comes that she has been giving talks before various progressive organizations, including the Women's Traffic Club and the Busanpro, the nationally affiliated organization of the business and professional women, and the Women's Institute of Banking, a banquet of twelve hundred.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

State Library Exhibit at State Fair

CALIFORNIA's seventy-fourth annual state fair, held September 1–8, was exceptionally fine. Most attractive and varied county exhibits were shown from Modoc County on the north to San Diego on the south.

The various buildings were teeming with interesting displays. There was something to attract everyone from horse-racing, stock parades, and frog-jumping contests to excellent school and institutional exhibits and art displays.

For years the State Library has retained space on the mezzanine floor of the Agricultural Building for its exhibit. On this floor some institutional work and many types of industry were to be seen. On the ground floor the counties of the state showed the wealth which comes from the soil. Institutional work was seen also on this floor. This building is the most desirable place for the State Library exhibit, as its patrons live in all the counties of the state and represent many types of people in many kinds of industries.

In connection with the display of the resources of the State Library there is always an exhibit to demonstrate county free library service and much information concerning the county library system is given to many inquirers.

A large electrically lighted map covering a space eighteen by forty-eight feet at the end of the building showed what California offers in the way of library service through county libraries, city libraries, and the State Library working together. At the left of the space a map of the state, colored and lighted, showed the counties with county library service. At the right a map of Sacramento County portrayed county library service by means of lights and indicated by colored lights that the State Library and a large city library were within its boundaries. Between the maps were statistics and explanatory notes. This map was displayed by the American Library Association at Philadelphia in 1926 during the Sesquicentennial Exposition. Since it was returned to California it has been kept in the Agricultural Building, where it can be seen annually by the people of the state.

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To carry out the county library idea the State Library booth displayed on one of its walls a map of Los Angeles County, a unique poster of Contra Costa County, and a collection of county library pictures. Los Angeles county library service to its 318 branches was visualized by silken threads radiating from county library headquarters to its 160 community branches and 158 school branches. A thrifty fifteen-year-old tree with roots deep down in the soil had across its leafy boughs the words "Contra Costa County Library Tree, 1913–1928." The roots showed its forty-five community branches with the date of establishment of each.

Because the county library system of California has succeeded in giving comprehensive library service to people regardless of their place of abode it has attracted the attention not only of other states of the United States but also of other countries. This fact was brought vividly before the public by a large map. On one side was the Eastern Hemisphere; on the other, a map of California, showing its forty-six county libraries. Lines were drawn from the hemisphere across the ocean converging at California. On the map of the Eastern Hemisphere the only countries named were those that had sought information about county libraries from California. England, Scotland, Belgium, Sweden, Russia, China, Japan, India, and South Africa have shown active interest in the California county library system, either through representatives sent here or by less direct means.

State fair visitors were given a glimpse of the activities of a few departments of the State Library. The reference department displayed books on gardening, music, history, philosophy, children, religion, drama, stars, and other subjects. Information regarding the resources of the State Library and how they are made available to every resident of California was given to many inquirers.

The material from the books for the blind department is a never-failing source of interest to old and young. Books and magazines in both Moon and Braille type, a pocket slate and stylus for writing Braille, dominoes, checkers, and playing cards gave a vision to the "seeing people" of the interests of the blind which was very enlightening. There are over twenty-three thousand books and magazines in the State Library for the blind borrowers. They represent all types of literature to satisfy the varied tastes of the blind people. During the past year there were 1108 active blind borrowers.

Two cases of Californiana were suggestive of one phase of work of the California department. Among the interesting relics were a telephone transmitter and receiver combined used in Columbia, Tuolumne County, in 1877; a quaint broadside with the names of the president and senators of the first senate of the State of California, convened at the capitol at San Jose, December 15, 1849; a very fine case of drawing instruments used by Charles W. Hendel, early day surveyor, and for many years supervisor of Plumas County; song of a homesick miner; picture of Sonora in May, 1853; Main Street of LaPorte, Sierra County, in 1858; a miner's gold scales; a belt worn by a member of the fire department organized in Placerville in the early fifties; pen used by Marshall, the discoverer of gold; a nut cracker owned by Lola Montez, the famous dancer; a cruel looking instrument for pulling teeth; shears made by Peter Lassen at his forge near Greenville in Plumas County; a premium awarded to John Bidwell by the state fair in 1862 for the best grain farm; a picture of Eliza P. Donner Houghton, a survivor of the Donner Party and author of "The Expedition of the Donner Party"; a carved rock obtained from the Indians about sixty-five years ago by George L. Greathouse. It is a very rare specimen and is made out of one piece of rock. The flowers are cut to appear in the colored part and the leaves in the white.

The California collection always attracts much attention. Many pioneers and their descendants tell the attendant in the booth of relics they possess and there are always some who offer to donate their treasures to the State Library. There is a growing understanding that it is better to have such relics in the safe-keeping of an institution than to hoard them in a home.

After eight days crowded with events and people, the seventy-fourth state fair joined its predecessors on the pages of history. All the arduous work of collecting material for exhibits and keeping it in condition for inspection was ended, but the exhibitors felt well repaid by the evident satisfaction of the 280,128 people who thronged the buildings during the week.

Notes

MISS EDITH GANTT resigned her position as county librarian of Plumas County August 21 to accept the position of library visitor and instructor in the California State Library. Miss Katherine R. Woods, formerly a member of the Orange County Free Library staff, was appointed county librarian to succeed Miss Gantt.

MISS BERTHA S. TAYLOR, county librarian of Amador County, was appointed head of the prints department of the California State Library on August 15. Mrs. Henrietta Eudey, assistant in the Amador County Free Library, was appointed county librarian.

DOCTOR NORMAN F. BLACK, chairman of the British Columbia Library Commission, spent part of August in California studying the county free library system. He visited the Siskiyou County Free Library en route to Sacramento. Two days were devoted to obtaining information from the State Library and the Sacramento County Library. Doctor Black then visited the Alameda County Free Library. On his return trip he stopped in Humboldt County, where he was shown the service being given to all sections of that mountainous region.

MISS SUSAN T. SMITH will become librarian of the Berkeley Public Library on October 1. She will succeed Carleton B. Joeckel, who resigned several months ago to accept an important library position with the University of Michigan. Miss Smith had her library training at Columbia University. Since coming to California she has served as librarian of the Chico State Normal School, as head of the reference department of the State Library, and for the past seven years has been city librarian at Sacramento.

MISS MARION HORTON, for eleven years principal of the Los Angeles Library School, has resigned to take a position at the Columbia University Library School in New York City. On September 1 Miss Grace Hill was appointed as Miss Horton's successor. Miss Hill has been an instructor in the library training class in Kansas City and in the Simmons College School of Library Science.

STATE BOARD OF EDUCATION

The State Board of Education met pursuant to resolution at Hotel Del Monte on October 4 and 5, with all members present except Mrs. Steinhart, who was reported ill.

Thomas E. Pickerill, secretary of the Placentia Chamber of Commerce, and G. C. Macleod of Newport Beach appeared before the board urging its support of amendments to the school law which would make it easier for elementary school districts to withdraw from high school districts.

Bids for textbooks in reading for grades one, two, and three were received and ordered opened. The following publishers submitted bids: M. W. Arleigh; Bobbs-Merrill Company; Ginn & Co., Hall & McCreary Company, Houghton Mifflin Company, Laidlaw Brothers, Laurel Book Company, Loosleaf Education, Inc., Lyons & Carnahan, The Macmillan Company, Charles E. Merrill Company, Rand, McNally & Co., Scott, Foresman & Co., Charles Scribner's Sons, Silver, Burdett & Co., Row, Peterson & Co., Wheeler Publishing Company, John C. Winston Company, World Book Company.

Business of the California State Historical Association was taken up and Doctor Owen C. Coy, director, made a report.

A letter from A. R. Heron, State Director of Finance, recommending that the board hesitate to approve the formation of new junior college districts in view of the condition of the state funds for their support, was read and filed.

The secretary was instructed to ask the Governor's permission for the following to represent the state department at the national conventions indicated: Andrew P. Hill, to attend the National Council of Schoolhouse Construction at Raleigh, N. C., October 24–26; Doctor Nicholas Ricciardi and Julian A. McPhee to attend the national convention of the American Vocational Association at Philadelphia, Pa., in December. Miss Helen Heffernan, chief of the division of rural education, was authorized to participate in teachers' institutes in Oregon, October 15–19.

Recess appointments of the Director of Education of Harry J. Hicker to be chief of the vocational rehabilitation bureau, vice Ira W. Kibby, effective September 1, and Zellah M. Ryan to be assistant chief of the division of special education since September 1, when Doctor Anita Muhl requested half-time assignment only, were approved.

The work of the Riverside Library School was accepted as constituting one year in special training for applicants for the high school library credential.

The annual convention of high school principals was called to assemble in the City of Oakland, March 25 to 29, inclusive, and the April meeting of the State Board of Education was set at the same place, to be held on March 22 and 23.

Sam Hume, chief of the division of avocational activities, discussed the prospects of a conference of music supervisors and presented the situation with regard to visual education in California, urging the appointment of someone to organize it. This matter was referred to the secretary for report.

Miss Edna Stangland, associate chief of the division of adult education, made a report upon adult education in Europe and the eastern part of the United States.

All the presidents of the state teachers' colleges and principals of special schools appeared before the board to explain their budget requests.

On receipt of the report of the committee of the whole board, Godfrey Buglione was summoned to appear before the board to stand trial, at the January meeting in Sacramento, for conduct unbecoming a teacher.

H. M. Lynn, the departmental auditor of the State Department of Education, made a report on the budget.

On recommendation of the textbook committee, a sufficient supply of various state textbooks was ordered to meet expected demands during the second semester of the school year.

The committee on federal and state-aided vocational classes recommended that the report prepared by Doctor Nicholas Ricciardi, chairman of the board's commission on federal and state-aided vocational classes, be approved and forwarded to Washington, D. C.

Retirement salaries were granted to:

Lola A. Balis, Minnie H. Barnes, Rose Boukosfky, Eliza Douglas Keith, Mary Alicia Kortick, Erin Howard Lyons, and Martha Loewi of San Francisco; May F. Hogan and Augusta Carhart of Los Angeles; Susan Long, Mary McDougald, Hilda Josephine Morgan, Agnes E. Thompson, Mary Story, and Esther Belle Webb of Oakland; Mrs. Lena L. Autenreith, Fort Jones; Emelia Bauer, Weimar; Lottie Braddy Beatty, Huntington Beach; Lewis E. Goble, Ferndale; Frank K. Jones, Santa Paula; Sophia S. Schultz, Delano; Anah Frederica Starkey, San Fernando; Frank Farsin Fanning, Fontana; Charles M. French, Fullerton; Mrs. Josephine Casaccia Hunt, Mariposa; Etta Kelting Lueger, Redwood City; Arthur Hall Mabley, Beverly Hills; Jane F. O'Reilly, Healdsburg; May Stansbury, Tujunga; Cora L. Talbert, Walnut Park; Joseph Crittenden Templeton, Hughson.

The board adjourned to meet in Sacramento January 7, 1929.

Respectfully Submitted,
William John Cooper, *Secretary.*

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—EDITOR.]

THE NEW $150,000 high school building at Gridley, Cal., has been completed and is now being equipped for school use.

MISS MARGARET WIBEL is principal of the Los Altos Grammar School, to which two new rooms have been added and one new teacher.

THE CORNERSTONE of the new El Dorado High School at Placerville, Cal., was laid recently. County Superintendent of Schools E. J. Fitzgerald has approved the plans for building. It is hoped the structure will be ready for use within a year.

THREE NEW JUNIOR HIGH SCHOOLS have been dedicated in Riverside, Cal.

MUSIC HAS BEEN ADDED to the curriculum of the grammar school in Morgan Hill, Cal. Mrs. K. Gertrude Brownell of Gilroy has been made instructor.

WORK HAS BEGUN on a new school in Tehama, Cal. The new school will replace one destroyed by fire.

THE SCHOOL at Gerber, Cal., is having an additional room, and a mechanical shop is being added to the high school at Red Bluff, Cal.

THE SUM OF $65,000 is being spent on a new grammar school at San Mateo, Cal.

THE NEW SCHOOL BUILDING at Banning, Cal., has been completed.

TWO NEW MEMBERS were added to the faculty of the high school at Patterson, Cal., this fall.

E. E. BRAMWELL of Gilroy, Cal., has been renamed president of the Coast Counties High School Principals. He has held that office since the club was formed fifteen years ago. At the meeting plans for a joint meeting of the club with elementary school principals of Santa Cruz, San Benito, and Monterey counties were made. In addition to Mr. Elmer, those who attended were T. S. MacQuiddy of Watsonville, A. B. Ingram of Pacific Grove, J. H. Graves and Mr. Morehead of Monterey, James Davis of Hollister, E. L. Van Dellen of Salinas, and H. O. Williams of King City.

TWO NEW TEACHERS have been added to the Jefferson School staff in San Jose, Cal.

A $26,000 BOND ISSUE has been voted upon for school purposes by the residents of San Lorenzo, Cal.

A SUNSHINE SCHOOL with capacity for about fifty children has been presented to Hayward, Cal., by a donor whose name is withheld.

GEORGE T. BERRY of Biggs, Cal., principal of the Biggs High School and former County Superintendent of Schools, has been chosen president of the County Board of Education. He succeeds S. P. Robbins of Chico. Berry formerly made his home in Oroville.

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ABOUT BOOKS

Story Games With Pictures and Numbers, designed by Norman H. Hall, pictures by Matilda Breuer: This is a silent reader and workbook for primary grades, with tests involving number work, writing, spelling, and drawing. Each lesson furnishes purposeful activities and is a review of the previous material. The book is one that will prove delightfully fascinating to the child because of the presentation of the lessons and the charming colored pictures. (Hall & McCreary Company, 430 South Wabash Avenue, Chicago. Price 48 cents.)

Bread an' Jam, by Wymond Garthwaite: Here is a quaint volume, illustrated by the author, that has true child appeal. The verse was written in response to the author's own children's needs. The material concerns things dear to the child heart—pets, trains, monkeys, bread and jam, phases of nature, and play and games intermingled with youthful fancies. A taste of the volume follows with a quotation, "Mister Mischief":

Mother doesn't seem to like
The puppy very much
Because, she says, he always chews
The furniture and such.

But then, you know, he's just a pup—
Of course he likes to chew things up.

And I don't think that Mother's right.
He isn't really bad
Excepting when he chews my dolls,
And then I *do* get mad.

This book is one of the publisher's nursery series. (Harper & Bros., 49 East Thirty-third Street, New York.)

Premier Livre de Lecture, by Winfield S. Barney: This is a first reader in French designed for early use whenever French is being studied—junior or senior high school. It is attractive and well illustrated. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

Plane Geometry, by Joseph P. McCormack: This is standard material which is the outgrowth of many years of practical experience on the part of the author. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

The Mill on the Floss, by George Eliot: This school edition, edited by Harold T. Eaton, contains not only the story itself but also some valuable reference work, the life of George Eliot, an account of the time at which the author wrote the book and a treatise on the novel as a type of literature. A discussion of local color is interesting. (Little, Brown & Co., 34 Beacon Street, Boston, Mass. Price $1.)

The Boys' Life of Frémont, by Flora Warren Seymour: Here is the dramatic story of John Charles Frémont and his five Westward explorations written for boys. Heretofore Frémont has been dealt with in various volumes for adults, but this author has sensed the appeal that such a life has for lads and has written truthfully and vividly of the daring, courage, and devotion of this hero. The book itself, with its large type and excellent photographs, is attractive. (The Century Company, 353 Fourth Avenue, New York. Price $2.)

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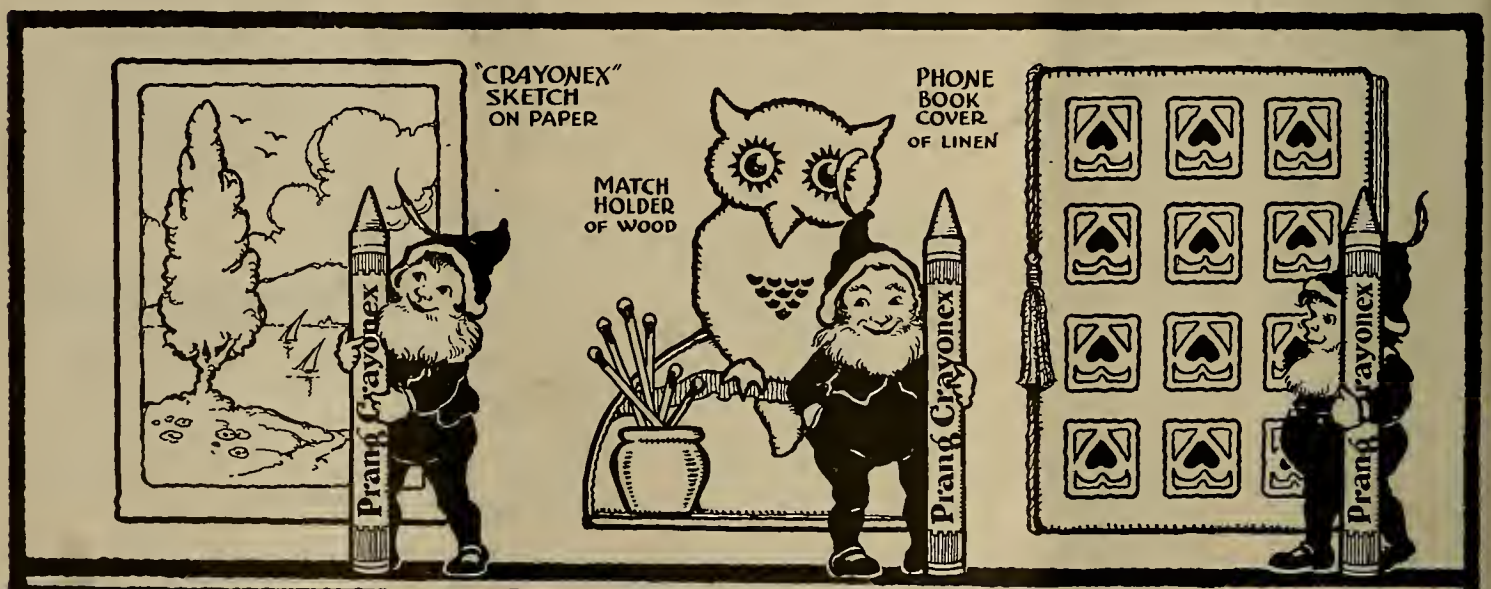

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NOVEMBER, 1928

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A CHRISTMAS SURPRISE (A Project-Play)

By RUTH THOMPSON

[THIS PROJECT-PLAY was written with elementary rural schools particularly in mind. Not only can the play be produced with fewer or more characters than named if desirable, but the Christmas decorations may be made by the children themselves as a part of the regular school work before Christmas. The Christmas tree ornaments may be of varied nature according to the ingenuity of the teacher and pupils. The children may make the large Christmas star to be placed on the top of the tree; they may cut out of cardboard, or any suitable material, the bells to be hung on the tree, and these may be colored red; they may make the Christmas stockings of the usual wide mesh materials of various colors and sewed with yarn; they may make the candy either at school or at home; they may pop and string the popcorn; and they may make any other ornaments that teacher or pupils may devise. After the play the children and guests may enjoy the tree and have their party.]

PROPERTIES: Table and two chairs; Santa Claus's big book with children's names therein; sleigh bells; Christmas tree; Christmas tree ornaments, which should include: star, tinsel, red bells, stockings filled with candy, strings of popcorn, ornaments of all or any kind; lights for Christmas tree; ladder; Christmas bells.

COSTUMES: Usual Santa costume for Santa Claus; Mrs. Santa Claus may be dressed as old-fashioned woman; children may wear any bright and festive clothes.

Characters:

SANTA CLAUS.

MRS. SANTA CLAUS.

Girls: MARY, JUNE, BERNICE, FLORENCE, BETTY, HAZEL, HELEN. (More may be added if necessary, and these may appear with the others, help decorate the tree, and sing songs with the children. Same with boys.)

Boys: TOM, JOHN, BILL, HARRY, EARL.

SCENE: Santa Claus's workshop, now cleared of toys. Table with book on it, front center of stage; chair on each side of table; exits to right and left.

TIME: Early Christmas Eve.

(*Scene opens with Santa standing near table and speaking to Mrs. Santa Claus who stands near by.*)

SANTA CLAUS (*rubbing his hands and looking around in satisfied manner*): Now my workshop is empty! All of the toys are loaded on the sleigh. Yes, I put my sack in the sleigh too! I'm ready for my Christmas rounds.

MRS. SANTA CLAUS: Santa Claus, it is such a cold, cold night! I don't like to think of you and your reindeer galloping through the cold winter night with your sleigh full of toys to fill the children's stockings.

SANTA CLAUS (*in jolly tone*): Ha, ha, ha! You say that every Christmas Eve!

MRS. SANTA CLAUS: Yes—but you are growing older every year and it is hard for you to work so late and go out in the cold. Let the children go without gifts from you this year.

SANTA CLAUS: The spirit of Christmas, the spirit of giving and of joy will never die in me! I will not disappoint the children! Just think, I've worked all year to make the toys for this very night! How disappointed the little folk would be if I should not fill their stockings!

MRS. SANTA CLAUS: But Santa Claus, you are only supposed to give gifts to *good* children. It seems to me that you give to every child, regardless of whether he is good or bad.

SANTA CLAUS: Oh—children, they're funny little things! Who is to be the judge as to whether they are good or bad! Sometimes they forget. Sometimes they don't realize they are being naughty!

MRS. SANTA CLAUS: I love them, too, Santa Claus. But I can see their faults. You always excuse them! Get out your book and let us look at some of the names and records the children have.

SANTA CLAUS (*opens big book on table; runs his thumb down the page, then reads aloud*): Mary, June, Bernice, Florence, Betty, Hazel, Helen (*more names may be added here if more girls are in the play*); Tom, John, Bill, Harry, Earl (*more boys' names may be added if there are more boys to take part.*)

MRS. SANTA CLAUS: Ah, yes, that sounds all very fine, but, dear Santa Claus, what is the *record* written after each name?

SANTA CLAUS (*reads again*):

Mary—always late for school.
June—will not mind her mother.
Bernice—won't wash her hands before dinner.
Florence—won't help her mother wash dishes.
Hazel—is rude and often hurts others' feelings.
Betty—is very selfish.
Helen—forgets what she's told to do.

SANTA CLAUS (*pauses, shakes head sadly*): Sounds very bad for the girls! You are keeping the books very carefully, I must say, Mrs. Santa Claus! . . . . Here's Tom's name now. Why, the same entry is made after Tom, John, Bill, Harry, and Earl. . . . They're too rough! Too rough, eh? I'd not give

that (*snaps his fingers*) for the boy who is not rough. . . . . Really, Mrs. Santa Claus, none of these faults are serious. And now, my dear, I must really hurry away. I'm almost late as it is. Good-by! Good-by!

(*Exit Santa Claus out of door at left.*)

MRS. SANTA CLAUS (*sighs, settles herself in chair by table again*): Well, I did my best to make him stay home and take care of himself. I don't bear any grudge toward the children, but I must think of dear Santa Claus first. That is only right. He won't think of himself. The children will be given gifts by others, anyway. (*She sits and looks at book again for a moment. A sound of voices is heard from afar. She closes book quickly. Starts to her feet.*) Ah, what can that be? (*Listens again and hears nothing.*) I'm sleepy and I must be dreaming! I think I'll go and lie down until Santa Claus comes home again! I wish I might have been some help to him!

(*Exit Mrs. Santa Claus from door at right of stage.*)

(*In distance is heard sound of voices coming nearer and nearer, also stamping of feet, jolly laughter, snatches of song, and sleigh bells. Door at left is flung open. Enter Tom.*)

TOM (*looks around, puts head out of door, and is heard to call*): Come on! Come on! No one is here! Luck is with us! We can do it!

(*Enter John, Bill, Harry, Earl, and any other boys. They are carrying a Christmas tree and a ladder. Also enter Mary, June, Bernice, Florence, Betty, Hazel, Helen, and any other girls. Girls are carrying boxes of Christmas tree ornaments. Children look around. They laugh happily. Boys quickly erect Christmas tree. Girls busily open boxes of ornaments.*)

JOHN: Oh, I guess we'll surprise Mr. and Mrs. Santa Claus this year all right! Santa Claus has been giving things to children for years. Now our time has come to return some of his kindness!

(*Tree is up in place by now. Boys step back and look at it admiringly. Girls take ornaments, one by one, ready to put in place on tree. Boys help place ornaments on tree as they are handed out.*)

MARY (*holds up star*):

Here's a star all glistening bright,
The Christmas star—it sheds a light
So other stars one cannot see—
We'll put it on the Christmas tree!

(*John climbs ladder, places star on tiptop of tree.*)

JUNE (*takes tinsel and holds it up*):

See the Christmas tinsel here—
Gold and silver—sparkling cheer—
Wind it midst the branches green,
Wind it where it will be seen!

(*Boys drape tree with tinsel.*)

BERNICE (*takes the cardboard bells from box*):

Here are merry Christmas bells,
Red as holly in the dells!
Have them swinging high and low—
They ring on Christmas time, you know!

(*Boys swiftly decorate tree with bells.*)

FLORENCE (*begins to hand out stockings filled with candy to be hung on tree*):

Christmas stockings! Candy too!
Santa likes it—so do you!
Hang the stockings on the tree
So everyone the feast will see!

(*Boys hang stockings of candy on tree.*)

BETTY (*picks up popcorn string*):

Don't forget this popcorn string!
I planned that I would popcorn bring,
Because it's white, almost like snow—
It's fun to pop, and makes a show!

(*Boys drape string of popcorn on tree.*)

HAZEL (*showing her box of all types of ornaments*):

Look at these—all colors bright,
They make us know it's Christmas night!
How sparkling and how gay they are—
We'll hang them 'neath the Christmas star!

(*All children work rapidly decorating tree with these ornaments.*)

HELEN (*pulls lights from box—candles or bulbs*):

Oh, don't forget the lights, you boys!
They're really part of Christmas joys!
Oh, what a jolly Christmas tree—
How glad our Santa Claus will be!

(*Children now step back and view their handiwork. Tom carries ladder out of door to left and returns.*)

JOHN: Surely this is the time we turned the tables on Santa Claus. While he is giving us gifts we're doing for him, too. Hark!—(*pauses*)—What's that I hear?

(*Children stand listening. From outside comes the jingling of sleigh bells—nearer—nearer—nearer. Santa's jolly voice is heard calling to his reindeer.*)

SANTA (*voice from without*):

"Now, Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! on, Cupid! on, Donder and Blitzen!"

MARY (*excitedly and in a stage whisper*): He's coming! Santa Claus is coming!

HELEN: Let's hide behind the tree until he comes in—then we can surprise him!

(*Children scurry behind the Christmas tree. Enter Santa Claus from door at left. He stamps his feet, rubs his hands. Sees tree. Falls back a step in surprise.*)

SANTA CLAUS: Well, well, well! Just see what Mrs. Santa Claus has put up for me! A Christmas tree! Bless her heart! I knew she was thinking only of me when she wished me to stay home and not go out in the cold and fill stockings. Always thinking of someone else, that's what she is! And I am remembered on Christmas, too! It almost makes me cry.

(*He wipes tears from his eyes as he stands and looks at tree.*)

(*Enter Mrs. Santa Claus. She gives a big start of surprise when she sees tree.*)

MRS. SANTA CLAUS: Why, Santa Claus, you're home earlier than I thought! And oh, how good of you to surprise me with that beautiful Christmas tree!

SANTA CLAUS: That is just what I was going to say to you! I wonder who the kind Christmas spirit is?

(*Both stand looking at tree. Children behind the tree begin to sing softly and then their voices swell sweetly through the room. The songs may be "Deck the Hall," "Jolly Old St. Nicholas," "Up On the Housetop," "or any Christmas songs the children have learned.*)*

(*Upon conclusion of songs Santa Claus and Mrs. Santa Claus clap their hands. Children run laughing out from behind the Christmas tree. They encircle Mr. and Mrs. Santa Claus.*)

Santa Claus (*turning to Mrs. Santa Claus with a twinkle in his eyes*): Why, there's Mary—always late for school; June, who won't mind her mother; Bernice—who won't wash her hands before dinner ....and they all have time and thought for old Mr. Santa Claus!

Mrs. Santa Claus (*raising hands as if to ward off Santa Claus's words*): Enough! Enough! I see the children are good and kind at heart—and thoughtful and generous, too!

Mary (*hanging her head*): I see you know all of our faults. It is not that we are bad! It is because we ....forget....sometimes. It is so much easier to be bad than good!

Santa Claus (*laughing heartily*): Forget that you were naughty! I did! This kind and happy deed cancels all your naughty ways—and now for a merry, merry Christmas to all!

Mrs. Santa Claus (*putting her arms around two of the girls nearest to her*): You are dear children to remember good old Santa Claus! A merry Christmas to each one of you!

(*Children gather in group ready to exit.*)

All Children (*in chorus*): Merry Christmas to all—and to all a good night!

(*As children rush out, the pealing of sweet Christmas bells is heard. Santa and Mrs. Santa Claus stand looking at tree as curtain falls.*)

(The Christmas party and distribution of presents, if there are any, should follow play.)

* The songs mentioned above may be found in "The Blue Book of Favorite Songs," published by Hall & McCreary, Chicago, and distributed in the West by the Harr Wagner Publishing Company. Price 75 cents. These songs do not conflict with the state law that forbids sectarian teaching in California public schools.

HELPING SANTA CLAUS

By Annie M. Powell

This is an account of the Christmas activities of the low second grade of the El Dorado School. Our Christmas family was selected by a teacher of another school from a number of needy families in her district.

Three weeks before school closed for the Christmas holidays we began to prepare for our Christmas work. We talked about Christmas and I led the children to tell about the gifts they had received last year. Then I told them about a family where there were seven children and the father was out of work. I asked how many would like to help give these children a fine Christmas. Needless to say all were ready to promise all their toys and clothes, but I told them we could do nothing about it until they had talked it over at home.

The next morning during the language period I asked for the report. Some had forgotten to speak of it, but over half the class said their mothers were willing that they should bring toys and clothes. So on Tuesday we began to organize. We decided to call ourselves Santa Claus's Helpers. As Santa Claus always brought gifts in good condition, we must bring our garments clean and mended.

Of course every one wanted to tell what he was going to bring, but I suggested that it would be more fun not to tell, and if the clothes could be wrapped in nice bundles it would be fine to have an opening day, when we would sort them over and pack them to send to our Christmas family. Then they wanted to ask if this would be all right, and if that would be all right. This was settled by making a rule that would fit every case: "If the clothes are good enough for you to wear, but are too small for you, they will be just the things for our Christmas family. If you enjoyed the toys, but are too old to play with them, or would be glad to give them because you have so many more, they will be just the things for our Christmas family."

In a conspicuous place on the blackboard I wrote the names and ages of the children. Frank 11, Elias 10, Angelina 9, Nita 4, Tillie 3 and Tony 3 months.

On Wednesday things began to arrive, wonderful mysterious bundles, and beautiful toys. I began to worry for fear they had been brought without the consent of their parents. One beautiful Teddy bear made me very anxious. I questioned the little boy several times, but at last, out of patience, he said, "Well, my mother pawed over the toy barrel herself; I didn't even ask her for it."

The janitor had provided a large carton in which the paper towels come. Into this went nice plump bundles, while the toys were displayed in the most convenient places. I am afraid the janitor blessed doll buggies and gocarts, but he was really quite patient about it.

As the things were disposed of by each child as he came into the room, no school time was taken for this, until the Monday afternoon of the third week when we had our great sorting and packing day. The children moved out of one row of seats. There were eight seats, one for each child and one for father and mother. On the board near each desk was the name and age of the child whose presents were to be placed there. There was also a card with the child's name on the desk. As we opened each bundle, the child who brought it decided to whom each article was to be given. If it was not a wise decision, we discussed the case considering the sex, age, etc.

When we had finished, each desk held a pile of lovely warm clothes and beautiful toys and books. There were at least two suits of warm underwear for each child except the two oldest boys. Each child had a warm coat or cloak. There were warm sleeping garments enough for all the family if the older boys are not large for their age, but if they are, two warm bathrobes I am sure will fit them. The younger children lacked nothing, and every garment was good enough for any child to wear. Santa's Helpers had certainly lived up to the name.

Some of the things showed such loving thought that it was hard to control one's emotions. One bundle contained a little vanity box. It was worn on the handle, but when I opened it and saw a clean little handkerchief and a tiny coin purse with a few pennies and a little mirror, I felt need of the handkerchief, but as all that had been planned for little Nita of course, I quickly tied it up and put her name on the bundle.

Another package held a dainty yellow dress with bloomers to match. That was not unusual, as nearly every dress, and there were many for the little girls, had bloomers to match, but out of this bundle fell a pair of yellow socks. The dainty little miss who brought them cautioned me to be sure and wrap them with the yellow dress, as she wore them with that dress.

After the things were all sorted, we wrapped each pile of clothing and marked it with the name of the child for whom it was intended. On mother's and father's desk there was a hat and warm scarf for mother, several bottles of fruit, a number of cartons of foodstuffs, and a large bag of nuts. The only article that I felt was not appropriate was a bunch of artificial grapes, but one of the teachers assured me that grapes were the latest things for corsage bouquets, so they were added to mother's things.

The spare time for Tuesday and Wednesday of the third week was spent in trimmings for the tree which goes with the box. That left Thursday and Friday free to make cards for the home folks.

From the standpoint of our Christmas family we felt our

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box was a huge success. From the standpoint of Santa's Helpers we will never know how much influence this practical lesson in helpfulness will wield in their lives. As for the teacher, she feels more than repaid for any extra work this undertaking has entailed.

From the time we first mentioned the Christmas project until the box was packed ready for delivery was eleven school days. As I have already said, the language period of the first two days was spent in discussions. On Wednesday morning I put the following story on the board, leaving the blanks to be filled by consulting the list of names and ages of the children in our Christmas family:

HELPING SANTA CLAUS

We know of a family that has ..... childen.
The father has no work.
There are ..... boys in the family.
There are ..... girls.
..... are old enough to go to school.
The baby is only ..... months old.
With the father and mother there are ..... in the family.
We are going to send them a Christmas box.

The children copied this story, so it was used as a reading, language, and writing lesson. On Thursday the children told stories about what they had brought. We kept the title "Helping Santa Claus" for all of our stories.

Just a sample of their little stories: "I am going to give a coat to Tillie. My mother took off the fur collar and put on another collar. I have a pair of stockings for Nita. Tillie has a present and I want Nita to have one."

I stressed capitals for proper names and many other points came out in the stories as I wrote some of them on the board. In this way we had three days of profitable language work. No one was allowed to say "poor children." The children were spoken of by name, or as a whole they were our Christmas family.

I feel that more might have been done in language with a more advanced class, but with low second I thought it best to drop that form of activity when the interest began to lag. I wanted nothing to mar the joy of service. However in our regular Christmas stories during the literature period we never got away from the thought of sharing the Christmas spirit. Every day we had a problem in arithmetic based on our Christmas family.

For example: Robert is ..... years older than Tillie.
Angelina is ..... years younger than Frank.

I feel that in these two weeks the children were not only preparing for life, but in a very real way they were living.

HUMANE EDUCATION

STATES having compulsory humane education laws are Oklahoma, Illinois, Colorado, Wyoming, North Dakota, Maine, Michigan, South Dakota, Washington, New Hampshire, Texas, Wisconsin, California, Massachusetts, Utah, and Pennsylvania. Illinois has the most complete law now in operation.

Some of the publications which are helpful are *Our Dumb Animals, Our Four-Footed Friends, The Journal of Zoöphily, and The National Humane Review.* Some of the books recommended are "Friends and Helpers," "Songs of Happy Life," "Black Beauty," "Voices for the Speechless," and "Four-Footed Friends."

Humane publications and books may be obtained by addressing the American Humane Education Society, 180 Longwood Avenue, Boston, Mass.; American Humane Association, 287 State Street, Albany, N. Y.; Animal Rescue League, 51 Carver Street, Boston Mass. These are published by the American Humane Education Society, 180 Longwood Avenue, Boston, Mass. Doctor Francis H. Rowley, president; Guy Richardson, secretary. Price, 5 cents per dozen, or 40 cents per hundred, postpaid.

THE LAST PROJECT of the four-year building program of the School Department of Oakland, Cal., was passed upon by the School Board recently when it approved plans and specifications and advertised for bids on the Allendale–Fruitvale School to be constructed at Hopkins Street and Coolidge Avenue.

A CHRISTMAS PROJECT

By Florence D. Winter

Helping Teacher, Kindergarten–Primary Department, San Francisco Schools

[This material is written up as the teachers in the primary grades of San Francisco schools record such units of work. Julia Hahn is supervisor of kindergarten and primary grades, San Francisco schools.—Editor.]

Days simply are not long enough for the children who have caught the spirit of Christmas, the spirit which means to the adult "good will to men" and to the child "make somebody else happy." Having once caught this spirit, the days between Thanksgiving and Christmas are brimful of work, stimulation, and real living activities.

Christmas is in the air and all that children of a primary grade require as a stimulus is to be allowed to discuss their plans and to develop them. Without toys and games and good things Christmas just wouldn't be Christmas, and a gift shop or gift factory becomes a natural selection of a unit of work for the group. With the varied activity afforded, there is work for each type of child and great opportunity for the development of skills, right attitudes and right habits, through the following possibilities which offer themselves.

I. Various approaches.
   - A. Community Christmas tree.
   - B. Discussion of previous Christmas experiences.
   - C. Discussion of newspaper items regarding unfortunate children who will be deprived of pleasure on Christmas, due to poverty.
   - D. Reading of a Christmas story.
   - E. Showing of pictures relative to Christmas.
   - F. Proximity of holiday season.

II. Specific objectives.
   - A. To experience happiness through service to others.
   - B. To appreciate coöperation.
   - C. To learn by doing.

III. Questions arising in connection with activity.
   - A. Who are some of the people we would like to make happy?
   - B. How could we make these folks happy?
   - C. What are some of the gifts we could make for our mothers?
   - D. Is there anything we could make for our fathers?
   - E. Are there any children who might not be fortunate enough to receive toys?
   - F. Is there any way to get a list of these children?
   - G. Is Christmas time the only time of the year when we might help them?
   - H. What is this work called?
   - I. What are some of the gifts we could make for these children?
   - J. How could we send these gifts, if we make them?
   - K. Do small boys and girls like the same kind of toys as larger ones?
   - L. What are some of the Christmas customs of our country?
   - M. Do other countries have other customs?
   - N. How did such customs originate?

IV. Analysis of the unit according to school subjects.
   - A. Work with materials.
     1. Painting.
        - a. Various Christmas scenes.
        - b. Christmas posters.
        - c. Background for exhibiting toys and gifts.
        - d. Various objects made of wood, clay, etc.
        - e. Ornaments.
        - f. Greeting cards.
        - g. Gift cards.
        - h. Bookmarks.
        - i. Calendars.
        - j. Bells and wreaths and other room decorations.
     2. Woodwork.
        - a. Tie racks.
        - b. Doll furniture.
          1. beds. 3. tables. 5. swings.
          2. cradles. 4. chairs. 6. buggies.
        - c. Doll houses.
        - d. Hobby horses (broom sticks and stockings).
        - e. Wagons, automobiles, boats, and airplanes.
        - f. Coat hangers.
        - g. Book ends.
     3. Clay—modeling.
        - a. Marbles. c. Candle holders.
        - b. Beads. d. Flower pots.
     4. Sewing.
        - a. Pot holders. d. Dolls.
        - b. Pin cushions. e. Bean bags.
        - c. Animals— f. Christmas stockings.
          of oil cloth,
          of muslin.
     5. Work with paper and cardboard.
        - a. Books.
        - b. Cooking clock.
        - c. Wagons, automobiles, airplanes, and boats.
        - d. Dolls.
   - B. Music.
     1. Appreciation.
        - a. March of the Toys—Victor Record.
        - b. Happy Toyland—Songs of a Little Child's Day.
        - c. Christmas Carols—Selected.
     2. Rhythm.
        - a. Winter Sports—Music for the Child World. Hofer.
        - b. The Skaters—Music for the Child World. Hofer.
        - c. The Sleighride—Music for the Child World. Hofer.—Publishers, Clayton–Summy Co.
        - d. Santa Claus Is Coming—Dramatic Dances for Small Children.
     3. Songs.
        - a. Dear Old Santa Claus—Progressive Music Series Book I.
        - b. December—Progressive Music Series, Book I.
        - c. Christmas Tree — Progressive Music Series, Book I.
        - d. On Christmas Day in the Morning—Progressive Music Series, Book I.
        - e. Santa Claus So Jolly—Child Land in Song and Rhythm—Jones and Barbour.
        - f. Sleighing Song—Book I.
        - g. A Letter to Santa Claus—Book I.
        - h. Merry Christmas—Book I.
        - i. Christmas Joys—Book II.
        - j. Christmas Secrets—Book II.
          —Song of the Child World—Riley and Gaynor.
        - k. Christmas Time Is Coming, by Poulsson & Smith. Milton Bradley Co.
        - l. Plums in Winter—Milton Bradley Co.
   - C. Science.
     1. Study of growth of plants through planting of bulbs in early part of season, which will be ready to bloom at Christmas.
     2. Acquaintance with
        - a. fir tree.
        - b. pine tree.
     3. Acquaintance with various kinds of berries used for decoration during holidays.

D. Reading.
1. Lists of things to be made.
2. Stories made by class to register plans and progress.
3. Coöperative stories about work.
4. Directions for making various objects.
5. For information.
6. Signs, labels, and bulletin board.
7. Books and references.
   a. State Series—Holton and Curry.
      Sir Cleges and the Cherries—Book III.
      The Fir Tree—Book II.
      The Dog of Flanders—Book III.
   b. Field Readers—Ginn & Co.
      The Christmas Cuckoo—Book II.
      The Christmas Tree—Book II.
      Christmas Song—Book II.
   c. Pathway to reading — Coleman–Uhl–Hosier—Silver Burdett Co.
      The Christmas Tree—Book I.
      A Joke on Santa Claus—Book I.
   d. Field and Tree—Meyer, Little, Brown & Co.
      The Christmas Tree.
   e. The Overall Boys — Grover, Rand–McNally Company.
      Christmas Day.
   f. American Readers — Horn–Shurter–Baugh — Ginn & Co.
      The Toy Shop—Book III.
   g. Child Life—MacMillan Company.
      The Christmas Gift—Book III.
      The Little Fir Tree—Book III.
   h. Modern School Readers—Harr Wagner Publishing Company.
      Hang Up the Baby's Stocking—Book III.
   i. Everyday Life in the Colonies — Stone and Fickett—D. C. Heath Company.
   j. The First New England Christmas.

E. Language.
1. Oral.
   a. Making coöperative stories.
   b. Making coöperative poems.
   c. Discussions about:
      1. Presentation of gifts.
      2. Selection of materials.
      3. Customs incident to day and season.
      4. Experience during previous Christmas seasons.
      5. Completion of work.
   d. Telling stories.
   e. Dramatization of story or play.
   f. Learning to use new words.
2. Written.
   a. Making lists of things to be accomplished.
   b. Christmas greetings.
   c. Letters to Santa Claus.
   d. Letters to accompany gifts.
   e. Stories about activities.
   f. Information material.
   g. Signs and labels.
   h. Lists of words (new and old) which have arisen incident to project.

F. Number work.
1. Estimating and measuring material to be used in making objects.
2. Counting objects.
   Figuring number necessary.
   Counting number completed.
   Finding number to be completed.
3. Making calendars.
4. Keeping score in games.
5. Estimating possible value of gifts.
6. Counting supplies—estimating, checking amounts.
7. Keeping record of cost of materials—if any.
8. Estimating and checking up distances in delivery of toys.
9. Estimating and checking space occupied by Christmas tree.

G. Social studies.
1. Experiences incident to the holiday season in:
   The Home—family reunions, holiday festivities.
   The School—plays, games, activities and festivals.
   The Community—celebrations, community trees, singing of carols.
2. Habits and customs which have been:
   a. Formulated in our country.
   b. Adopted from other countries.
   c. Limited to observance in certain parts of country.

H. Bibliography.
1. Teachers' references.
   a. Children's Stories from Dickens—David McKay Company.
   b. First Christmas Tree — Henry Van Dyke — Charles Scribner's Sons.
   c. Book of Knowledge.
   d. Encyclopedias.
2. Children's references. Listed under Reading. (This list is incomplete.)

I. Habits, attitudes and skills.
1. Habits.
   a. Carefulness.
   b. Coöperation.
   c. Helping others.
   d. Cleanliness.
   e. Power of concentration.
   f. Ability to follow directions.
   g. Care of materials, tools, etc.
2. Attitudes.
   a. Consideration for others.
   b. Friendliness toward others.
   c. Appreciation of rights of others.
   d. Appreciation of property of others.
   e. Appreciation of efforts of others.
   f. Willingness to share school materials or individual possessions.
   g. Willingness to obey group rules.
3. Skills.
   a. Increased use of tools.
   b. Improved method of manipulating tools.
   c. Increased reading ability.
   d. Increased ability in use of numbers.
   e. Increased vocabulary.
   f. Increased power to master difficult problems in-incident to project.

EVALUATION: The diversity of subject-matter involved and the fact that each child will have not only one opportunity but many opportunities to take part in the development of the project, makes such a unit of work worth the time put into it. The spirit of coöperation and helpfulness should be important features of the project.

TEACHERS INSTITUTE HELD IN PITTSBURG

THE FACULTY, with the teaching staffs from the high school districts of Antioch, Brentwood, Concord, and Danville, Cal., assembled in the auditorium at the high school for an institute of one day recently in Pittsburg, Cal. The speakers were Doctor Giles M. Rugh of the education department of the University of California, County Superintendent William H. Hanlon, A. L. Travis of the vocational department of the Oakland high schools, W. T. Van Voris, principal of the Alhambra High School, Martinez, and Fred S. Ramsdell, Superintendent of Pittsburg schools.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Traveling through Oregon and Washington in October is a delight.

The first colorings of the forest trees are in their golds and yellows and reds against the green of fir and pine.

There are rivers with water in them.

Sawmills and log ponds abound.

Charred stumps of cut-off timber land, adjacent to virgin forest, sicken one to the devastation of our supposedly unlimited forest regions.

Seattle is booming. Big buildings are going up.

Apple orchards with branches bending with red apples flash by the car windows.

Portland with its many new theaters is establishing a Great White Way.

The heights of Tacoma present a magnificent panorama of the Sound country.

Pendleton, home of the rodeo, lies in a swale of poplar trees between dry barren hills.

The Pendleton High School, of which Austin Landreth is principal, is on a hill overlooking the town. The street that leads down is as steep as any of San Francisco's seven hills.

Miss Susanne Homes Carter, Superintendent of Jackson County Schools, Ashland, Ore., had Miss Helen Heffernan, chief, division of rural education, State of California, as one of the institute speakers on October 18 and 19. Miss Heffernan was the only out-of-state person on the program.

E. H. Whitney, Assistant Superintendent of Schools in Portland, in charge of elementary education, is giving a course to his teachers on the social science problem.

C. A. Howard, State Superintendent of Public Instruction, of Oregon, makes a fine impression upon an audience when he speaks.

A trip by train along the Columbia River to Astoria is something apart from ordinary travel. A broad flowing body of water on one side and forest on the other. Ocean steamers and ferries, small fishing boats, and river boats propelled by paddles. Houses on stilts, salmon canneries and log rafts—clouds overhead—rain by spurts, sunshine even. Astoria, a city against a hillside.

C. A. Hampton is Superintendent of the city schools of Astoria, Ore., and is one of the ranking school men in education in Oregon. A graduate of the Oregon Normal School and the University of Oregon, Mr. Hampton has been successful as high school principal and City Superintendent and has been honored by the Oregon State Department of Education with successive terms on the State Textbook Commission. From 1907 to 1916, Mr. Hampton was principal of the Pendleton High School; from 1916 to 1925 he was City Superintendent of the La Grande schools, and from 1925 to the present date has been in charge of the schools of Astoria. Astoria, a town of around fourteen thousand population, has a school enrollment of twenty-five hundred. Ninety-two teachers are employed in the four elementary schools, three junior high schools, and one senior high school.

William F. Geiger, City Superintendent of the Tacoma schools, has this year all his seventh, eighth, and ninth-grade pupils in junior high schools.

J. A. Churchill, former State Superintendent of Schools of Oregon, is commencing his third year as president of the southern Oregon Normal School at Ashland. Mr. Churchill resigned the State Superintendency to take charge of the establishment of this school. During the last two years, at a cost of $175,000, a normal school building and a training school have been constructed. Part of the cost of construction of the training school was paid by the Ashland city schools, under Superintendent George A. Briscoe.

The Southern Normal School is on a 24-acre tract, admirably located as to site, with a far-reaching view to the east, of hills that in their dryness and barrenness represent Eastern Oregon, while to the west are the tree-covered mountains of Western Oregon. Twenty-seven teachers and four hundred pupils are already upon the campus.

The Lindsay, Cal., grammar schools, W. E. Faught, Superintendent, have 258 more pupils this year than last. This increase has been handled in regular classes and by the addition of one teacher.

D. R. Lightner is commencing his sixth year as principal of the Strathmore Cal. High School.

Charles Lee Johns, Superintendent of Huntington Park, Cal., city schools, has the building program under the $265,000 bond issue well near completion. Five projects are under construction. In Southgate, eight rooms are being added to the Liberty School, six to the San Gabriel School, and ten to the State School. In Huntington Park proper, the Miles Avenue School has a ten-room addition and the Irvington a nine-room one. At the Irvington School the new accomodations include a spacious Superintendent's suite. In West Maywood, recently voted into the Huntington Park school system, four acres have been purchased for a school building that will be erected next spring.

C. R. Denning, general supervisor of the Huntington Park, Cal., grammar schools, schedules one-half his time to classroom supervision and the other half to analysis of conditions and materials of instruction.

G. A. Spiess is this year principal of the Livermore, Cal., High School. Mr. Spiess has been for the last three years principal of the Wheatland High School. He is a graduate of Willamette University, Salem, Oregon. Previous to coming to California, Mr. Spiess had experience as high school principal at both Colton and St. Helens, Ore., and as City Superintendent at Myrtle Point, Ore. In 1925, Mr. Spiess received his M. A. from the University of California.

The Riverside, Cal., city schools, under Superintendent Ira C. Landis, the first month enrolled 3728 pupils. This year in Riverside all of the seventh and eighth and ninth-grade pupils were housed in three new junior high school buildings. The completion of these junior high school plants has been one of Riverside's most progressive educational steps. Each of these new buildings is on a twenty-acre site which lends itself ideally to school activities. Fifteen hundred and fifty students are enrolled in these three new junior high schools. At a cost of $95,000, a new gymnasium for high school and junior college students has just been completed. This gymnasium is of the latest design and is said to be one of the best in the state.

The Perris Grammar School, under Principal Hoadley, this year registered 235 pupils, the largest number ever enrolled in

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the history of the school. A faculty of six teachers is employed. The sum of $3200 has been spent in restuccoing the building and in laying a new roof and establishing a library room.

JAMES E. POTTER, principal of the Fallbrook, Cal., Union High School, has in mind the establishment of a junior–senior high school in Fallbrook in keeping with the latest suggestions of the State Department of Education in regard to rural school administration. This move will be considered at the time increased enrollment would make necessary additional buildings at the grammar school or high school.

AFTER SEVERAL YEARS IN BUSINESS, E. H. McMath has accepted the principalship of the Elsinore Union High School. From 1912 to 1917, Mr. McMath was principal of the Santa Ana High School. The last four years he has been in building and loan association work in San Diego. A graduate of the University of Kansas, Mr. McMath has his M. A. from the University of California. He has done graduate work at the University of Chicago and has taught in the education department of the University of Southern California.

C. B. BALDWIN, Superintendent of the Huntington Beach grammar schools, is having his first view of the California school system. A school man of twenty years experience as teacher, principal, and Superintendent, Mr. Baldwin comes well qualified to his present situation. A native of Alden, Western New York, Mr. Baldwin is a graduate of the New York State Normal. He has received his A. B. from the University of Michigan and his M. A. from Colorado College. At present he is undertaking work towards a doctor's degree at the University of Southern California. Mr. Baldwin's teaching work has been done in Pennsylvania, New York, and Colorado. He has held the superintendency of schools at Alden, New York, and Cripple Creek, Colo. With a school plant above the ordinary at Huntington Beach, Mr. Baldwin is due for great success in his first California work.

RADIOS PLANNED IN SCHOOLS FOR CONCERTS

THAT RADIO IS PRESSING FORWARD in the work of education as well as in other lines is shown in a recent article appearing in a New York City paper:

The radio will supplant textbooks in thousands of schoolrooms of the country tomorrow when the first of a series of educational musical concerts will be broadcast by Walter Damrosch, widely known musician. The series is being sponsored by the Radio Corporation of America and will be broadcast over WJZ and twenty-five associated radio stations east of the Rocky Mountains starting at 11 a. m., Eastern standard time.

In New York City alone, 125 public schools have been equipped with radio receiving sets and will listen in on the concerts, while at Teachers College, Columbia University, the faculty and students of the music department will follow the concerts as part of their studies.

SANTA CLARA PRINCIPALS MEET

THE Santa Clara County High School Principals Association held its first regular meeting of the year in San Jose, Cal., recently and had as its guests the athletic coaches of the county.

At the business session following the dinner, election of officers for the coming year was held. E. E. Brownell of Gilroy was elected president and Charles W. Townshend of Santa Clara, secretary. The retiring officers who served during the past year are Lewis H. Britton of Morgan Hill, president, and Verne Hall of Fremont, secretary. Captain Delbert Burnton, newly elected principal of Mountain View, was welcomed.

At the request of President Brownell, Ralph Noddin of Campbell acted as temporary chairman of the Santa Clara Valley Athletic Association. In the election of officers, Ralph Noddin was chosen president and D. H. Cramer of Campbell, secretary. C. W. Townshend, chairman of the committee on the constitution, made a report. The next meeting will be held in the near future.

DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan

Chief, Division of Rural Education of the State of California

In the December issue will appear "The Evaluation of Teaching" by Harold Benjamin, "A Seed Project" by Fannie Hite Scott, and "The Supervision of an Activity Program in Primary Grades" by Julia L. Hahn.

For the January issue, I hope to devote the entire space to the program of the demonstration schools. Interest has developed to the point now that I am willing to publish the plan of the school and take the criticism that is bound to ensue.—Helen Heffernan.

Individual Differences in Reading and Remedial Treatment

By Emma L. Wohler, *San Francisco Public Schools*

When education first developed in western Europe, the method of individual instruction prevailed; later, during its first stages of development in America, the monitorial system was introduced by Joseph Lancaster from England. As civilization became more complex, education increased in complexity and larger and larger numbers of children were brought into the public schools, hence the method of large group instruction predominated.

This condition continued until about twenty years ago, when the publications of such psychologists as James, Dewey, and especially Thorndike, together with the introduction and use of mental tests, brought the educational leaders to the realization of the need for providing for individual differences in children's abilities in school subjects. Within the last few years rapid strides have been made in this direction due mainly to the popularity of the movement of scientific measurement and the many experiments and investigations which have been conducted along scientific lines.

Dewey says, "A progressive society counts individual variations as precious, since it finds in them the means of its growth. Hence a democratic society must, in consistency with its ideal, allow for intellectual freedom and the play of diverse gifts and interests in its educational measures." As we believe in "democracy in education," which means equal opportunities, commensurate with native capacity, school administrators are confronted with the problem of providing for these individual differences, giving equal opportunity to the superior child to get the necessary drill and intelligent assistance to enable him to develop to the limit of his mental capacity.

How can the schools provide for this "intellectual freedom and the play of diverse gifts and interests" in reading? Various school systems are meeting this problem in various ways.

The Burk Plan used at the San Francisco State Teachers College, the Winnetka Plan, the Dalton Plan, and the plan used in Los Angeles are highly individualized plans. Each child is allowed to progress as quickly or as slowly as his mental capacity permits. The one great disadvantage of these plans is that they do not provide enough situations wherein the child can participate in socialized and self-expressive activities. Another device is to provide supplementary assignments for the proficient groups and special periods of drill or remedial instruction for the slow groups, but keeping the class together as much as possible. This plan has been the one most used until recently.

The writer has had the good fortune to teach in a system and in a school where it was possible to work out a plan to provide for individual differences in reading in a first and second grade, keeping the class for two years.

When the children enter the first grade there are apparent many differences. Some come from homes where an interest in their education is most evident, where children have had rich experiences, preparing them for reading. Some come from the kindergarten where experiences have been built up which lead to an interest in reading. On the other hand, others are not yet ready for reading when they enter the first grade. They need a building up of experiences with pictures and stories; opportunities for participation in whole-souled, purposeful activities; and opportunities to talk about those experiences. Habits of good thinking must be developed; oral English must be improved; his vocabulary must be increased; he must be made conscious of correct enunciation and pronunciation.

Buswell says, "It is at the beginning that the pupils get their fundamental attitude toward the reading process. The reading work of the first grade is, without doubt, more important than that of any other single year of the elementary school." Is it not then the duty of every school to see that correct attitudes toward reading are implanted in every first-grade child? This cannot be done by attempting to teach reading to every child in a group of forty by the same methods and devices.

It is not fair to bore the superior child with drill on things in which he is already proficient. This affords him a splendid opportunity for wasting time and getting into mischief, raising a problem in discipline. It is not fair, on the other hand, to harass the inferior child by expecting him to come up to a standard which he never can attain. He becomes discouraged, cultivates a dislike for reading, becomes indifferent to it, and, also, often creates a problem in discipline.

Segregation into homogeneous groups is one step toward the solution of the problem. This affords children of approximately the same mental ability an opportunity to reach the standards for that group. The range of variation in mental ability within the groups is usually large enough to provide for motivation through a friendly competition, and small enough to provide encouragement to the slowest member by making it possible for him to reach a fairly high standard for his group. This is an administrative duty.

It is the duty of the teacher to study her pupils, to find out wherein each is strong, wherein each is weak, and to know how to give the most intelligent help to all. To be able to do this she must make herself familiar with the current literature written by the educational experts in this field. She must be open-minded and willing to give their suggestions a fair trial.

Extreme differences in children's abilities in reading have always been evident, but the extent of these differences and the realization that certain children are unable to attain the standards set for the entire class have been forcibly brought to our consciousness by the use of standardized tests.

The standardized intelligence tests show that among children of a chronological age there is a wide variation of mental ages. We also find that there is considerable overlapping, causing groups of children to cluster about certain points. Thus we have groups of superior mentality, average mentality, and inferior mentality.

W. W. Theisen, in an experiment conducted in Cleveland, found that children who ranked high mentally made from three to ten times the amount of progress made by pupils who ranked low in mental tests. This would tend to justify a classification of children in first-grade reading on the results of a standardized primary intelligence test.

Every first-grade pupil upon entering school should be given one or more primary intelligence tests. At the end of two weeks these children should be divided into three groups, fast moving, average, and slow moving, the classification being based upon the results of the tests and the teacher's judgment of the children's ability in reading. The teacher's judgment is an important factor because group intelligence tests for first-grade children are not always reliable, and as matters of physical and emotional conditions and home environment enter into the consideration of grouping.

The initial reading of a first grade is usually conducted with the class as a whole. It centers about the immediate environment of the pupils or some activity in which they are engaged, or some experience they have had, such as a trip to a place of interest in the neighborhood. During these lessons the teacher leads the pupils to see a relation between familiar words which

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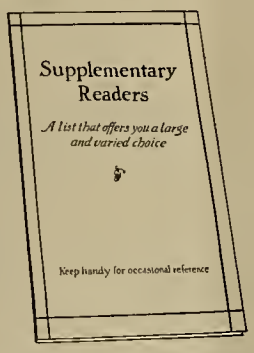

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FOR TEXTBOOKS

they know and their printed symbols. Gradually some of the pupils acquire a vocabulary of sight words through these reading experiences. Later they master a few mechanics whereby they can, to some extent, attack new words.

These children are usually found in the fast-moving group. They should be given every opportunity to develop this independent power. Much easy reading material should be available. On the reading table, in the most attractive part of the room, should be placed a large number of simple pre-primer books, pictures, games wherein pictures and words are matched, sentences cut up to be put together to correspond to a model, simple sentences to be answered with yes and no cards, and simple directions to make things. As soon as these children are able to read a primer they should be allowed a wide choice.

They should not be expected to read the same book that every other child reads. Every child may well read a different book. This arouses greater interest in the stories, a keener desire to read, and allows a larger number of books to read. They should not be expected to finish one book before beginning another. One day a child's interests may be centered on animals. He will want to read the animal stories in a number of books for a period of several days. Another may be interested in a farm. He will look through all the books to find stories of the farm.

Dewey says, "If a child has an end which he wants to reach and has sufficient freedom in choice and arrangement of materials to work out for himself the ends he is after, there is sure to be genuine keeping going of the thinking processes."

Such a child does much independent reading—the teacher being careful to check his reading by having him tell part of the story to the class, by having them answer questions about the story, and various other devices. Each child keeps a check upon his own work. He has a library card upon which he records the number of pages read each day. This acts as an incentive to further reading.

Although we give these children opportunities to develop their natural powers, our duty to them has not yet been fulfilled. These superior children should be given the opportunity to save one year in the first two years of their school life. At the end of the first six months of school the Gates Primary Reading Tests should be given to all the members of the class. Those making a reading grade of 2.0 or more should be sent to the second grade. At the end of the first term of the second grade the other form of the Gates Tests should be given. Those making a reading grade of 3.0 or more go into the third grade.

During the first term of the first grade the teacher works with the average and slow-moving groups as an expert observer, a helper, an adviser, a guide—giving special help to those in the slow-moving group. These groups must be flexible. A child should be moved from group to group as the teacher sees fit, and into the one which provides best for his needs.

All children do not attack reading in the same way. Some have one difficulty, some another. It is the duty of the teacher to know the character of the specific processes in inferior and superior reading. She must be able to detect evidences of deficiencies, know what remedial measures to apply to certain disabilities, and know where to find reference material which will help her better to understand her problems, which are to find the correct difficulty of each child and find the particular remedy for that difficulty.

The teacher must know what the important steps in reading are and plan her work accordingly. O'Brien lists them as: First, ability to pronounce printed words; second, comprehension of the meaning of the printed symbol; and third, ability to interpret phrase, sentence, or paragraph.

Most of the children in the slow-moving group and some in the average group need help in formulating a means of recognizing words by sight which they use in their speaking vocabulary to tell about their experiences. They should be helped to form some method of attacking new words, such as recognizing small words or parts of words in larger words. Their attention should be called to initial sounds of words and certain common endings.

This can well be accomplished by affording many opportunities for the children to use these helps in actual reading situa-

tions, such as in action sentences printed on the board, simple directions, and questions. This may be done in small groups or individually. Flash-card drills for this work have proved to have little or no carry-over in ability in reading flash cards to ability in reading the printed page. Gates in his *Improvement of Reading* says, "Psychology has revealed greatest promise in what may be called the intrinsic device, one which is separate or supplementary but an integral part of the natural process of reading."

The children profit by knowing what their difficulties are, for then greater coöperation is secured in their efforts to correct them. Their interest is also greatly increased by using some method of checking whereby they can see the progress they make. Again quoting Gates, "Interest depends upon achievement with little children."

The results of an achievement test in reading given to children during the first few months of school are as a rule unsatisfactory. Therefore it is best for the first-grade teacher to wait until the end of the first term to get definite scientific diagnosis of the reading processes of her class.

The Gates Primary Reading Tests fill this need very well. These tests not only measure the reading ability of first and second grade children, but they diagnose specific difficulties and offer practical remedial suggestions for each difficulty.

There are three types of tests in the series, each one testing a certain phase of primary reading. Type 1 tests word recognition, Type 2 tests word, phrase, and sentence reading, while Type 3 tests the reading of paragraphs of directions. The reresults of these tests should be most carefully studied by the teacher, with especial emphasis on those results which belong to children who had particular difficulty with reading during the term.

Gates found that there were four most common patterns of deficiencies: The first being a low score on the reading of directions; the second, a low score on the reading of words, phrases, and sentences, and a low score on the reading of paragraphs of directions; the third was low scores in all three tests, while the fourth pattern was a low score on word recognition.

If a child is deficient in reading directions he needs types of experiences to develop the skills essential to reading and understanding large units. The material used should increase in difficulty as the child's ability develops in order to provide for further growth. His comprehension should be carefully checked by the teacher and the child led to recognize the amount of progress made.

A variety of comprehension exercises may be made by the teacher with the use of a typewriter, or if a larger number of copies are needed, the mimeograph. These may include exercises which give definite directions to be executed or a question to be answered, as riddles, yes–no questions, a group of sentences containing several nonsense statements, the child to pick out the one making sense, or a paragraph with a sentence beneath, wherein the child can check the impression he got from reading the exercise.

The cases which show a deficiency in both paragraph comprehension and sentence interpretation need not only drill on the comprehension sentences described above, but also much experience in action exercises; picture checking, which consists of a row of pictures and a sentence describing one of them, the child to check the picture described; exercises in which he is required to check one phrase of several which tells about the picture; or simple sentences giving directions. A variety of exercises should be used. Flash cards of phrases of varied lengths and difficulty may be used to increase the recognition span, but care must be taken to give the child every opportunity to transfer this skill to his actual reading, and to combine this drill with many other kinds of exercises.

A low score on all three tests may be due to inferior mentality, lack of general experiences or experiences in using oral English, lack of training in word recognition, inappropriate methods of attacking new words. Here it is the task of the teacher to help the child to develop some special technique in reading. The method of recognizing words from the context is usually a very helpful one, especially so if the child can also be led to recognize phonetic elements of the word. Phonetic drill, if carried on to the exclusion of all other devices or in excessive amounts, is harmful in that it interferes with comprehension in reading. A large variety of games involving the use of pictures and printed words prove very satisfactory. But these drills must be short, quick, interesting, and varied to make them effective. The other devices mentioned for the other difficulties should be used as the child shows readiness for them. The fourth pattern included difficulty in just word recognition. Exercises to develop his skill in the ready recognition of words such as mentioned above should be used. Sometimes a child of this type is led to recognize words by the spelling method or that of syllabication.

According to O'Brien, "Children of low intelligence are able to learn if appropriate methods are employed, but are apt to fail if grouped with pupils of normal mentality and treated with methods designed for the latter." It is not only the duty of the school to adapt its curriculum and its method to the average groups, but it is also its duty to make provision in its curriculum and methods for that group which has superior mentality and for those who have inferior mentality.

Grouping the children according to their reading abilities and supplying suitable material to each group insures the opportunity for each child to develop his native abilities to the greatest extent. It eliminates much waste of time and effort on the part of both teacher and pupil. It enables the superior child to be placed where his efforts are challenged by the efforts of his mental equals. It enables the inferior child to work in a happy atmosphere, feeling the encouragement which comes from knowing that he *can* learn to read. It spurs the average child on to exert himself to the utmost of his abilities.

At the end of the second term the other form of the Gates Tests should be given to determine what progress has been made and the children again grouped according to their difficulties as shown by this test.

It is absolutely vital to establish right reading habits in the first and second grades, and to carry it on through the third and fourth grades. If these children early cultivate a desire to read, with especial attention given to correct methods of attack, increase of the eye-span and comprehension, it is possible that these children will not have so much difficulty with spelling, arithmetic, geography, and history later on, for reading is essential to nearly every other school subject.

A plan, therefore, which provides for individual differences in reading and their remedial treatment would be to:

1. Group the children according to intelligence tests and the teacher's judgment.
2. Study each child's method of attack on reading.
3. Give each help in his particular difficulty.
4. Give one form of the Gates Primary Reading Test at the end of the first term of school.
5. Classify according to difficulties as shown by this test.
6. Accelerate the superior children.
7. Provide remedial material and teaching, in groups or individually.
8. Retest to measure progress and determine if difficulties have been overcome.

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NEWS AND COMMENTS

By HARR WAGNER

THE DEFEAT on November 6 of Constitutional Amendment No 26 may make up a new alignment in the State Department of Education. State Superintendent Cooper, Alexander Heron, Sam Cohn, the California Teachers Association, Arthur Chamberlain, and others worked hard to secure votes for the amendment. Out of defeat, however, may come legislation that will be satisfactory and remedy the defects in the present organization of the state department. The big vote on the amendment is certainly a compliment both to those who proposed and those who opposed the measure. It is hoped, however, some adjustments may be made that will make it possible for William John Cooper to remain in the service of the state with an adequate salary.

WILLIAM MCANDREWS, the happy ex-School Superintendent of Chicago, now the editor of the consolidated *School and Society* and *Educational Review*, intends visiting Greece to study the Socratic method of education. In modern technical speech, Socrates gave his pupils an inferior complex as a basic principle of pedagogy. The children today are given a superior complex and are told to express themselves in a natural way, freely as a wild colt on the desert or as a plant blossoming carefully nurtured in an apartment house environment.

UNFORTUNATELY in these days of progressive education, the project, the problem, the unit of work, all center around some commercial enterprise. Education is not a state of culture; it is a state of vocational activity. Men and women are urged forward by the lure of credits which in many cities and communities means higher salaries. We move upward on an educational spiral based on credits. We move on a flat circle when our achievements are based on natural fitness and experience. This is wrong; experience and natural fitness should have the same rewards as institutional credits. The man who makes good is the man worth while.

THE ONE GREAT THOUGHT that should have left its impress on the American people was Herbert Hoover's statement in his speech accepting the nomination by the Republican party for President, when he said that farming was not a commercial enterprise, but a state of living. Have you smelled the odor of new-mown hay? Have you stood under a cherry tree when the blossoms were falling? Have you attended a husking-bee and were lucky to get the red ear of corn? Did you ever sit by the fire in the long winter evenings and roast chestnuts? Did you ever watch "the grass grow green in the spring time" and quote Lowell's "What is so rare as a day in June?" Unless you have, you cannot and will not understand what Hoover meant when he said, "Farming is a state of living."

PRESIDENT-ELECT HOOVER'S CAREER at Stanford University should have a strong appeal to the American student. He belongs to the new generation of educated men. Not scholastic like Wilson, not politically minded like Garfield, not a tremendous intellectual like Roosevelt, but a new type of college man, whose field of activity has been the world and whose philosophy is not social but humanitarian. And in spite of his politically minded private ownership, of things belonging to all the people, the government under his direction will continue to go forward to still greater socialized efficiency, while the "Happy Warrior," Alfred Emanuel Smith, can sit in peace in "Little Old New York" and say "I told you so."

W. G. CARR, who is the research man with the California Teachers Association, is making a study of John Swett. The life of John Swett is the history of common sense in education. Mr. Swett was preëminently a man of common sense. In his book, "Methods of Teaching," published in 1880, he gave the minimum of rules as follows:

1. Never attempt to teach what you do not understand.
2. Never tell a child what you can make that child tell you.
3. Never give a piece of information without asking the children to repeat it.
4. Never use a hard word when an easy one will answer.
5. Never make a rule you do not rigidly enforce.
6. Never give an unnecessary command.
7. Never permit a child to remain in the class without something to do.

His closing words on the intellectual training are sound philosophy today. He says, "It is a common fault in our systems of instruction that the attempt is made to force the reasoning faculties into the premature development. At ten years of age, children are set to work on deductive textbooks which would be hard for scholars at fifteen. They are overworked and the result is failure. Huxley, in speaking of the unhappy children forced by the stimulating power of frequent competitive examinations to rise too early in their class, says, 'They are conceited all the forenoon of their life, and stupid all the afternoon. The vigor and freshness, which should have beeen stored up for the purposes of the hard struggle for existence in practical life, have been washed out of them by precocious mental debauchery—by book-gluttony and lesson- bibbing. Their faculties are worn out by the strain upon their callow brains, and they are demoralized by worthless childish triumphs before the real work of life begins.'"

W. H. HANLON, Superintendent of Schools of Contra Costa County, has been severly ill for some weeks at the Belmont Sanatorium, San Mateo County.

J. W. FRICKE, the genial president of C. F. Weber & Co., is always progressive. He recently secured the services of an expert on public speaking and summoned the men and women in the organization at 9 a. m. to listen to the speaker, on the value of public speaking, sales talk, etc., and just how to put an idea across. In this day of radio, jazz, silent reading, etc., the art of speech is greatly neglected. It is of interest, therefore, when a business man will turn aside from sell-and-deliver methods to instruct his employees in the graceful art of felicitous speaking.

DOCTOR A. E. WINSHIP is on a tour which includes state teachers' associations in Georgia, Iowa, California, and the Hawaiian Islands. His thousands of friends will welcome him in San Francisco, December 14 to 18.

Fortieth Birthday Observed by Gregg System

THE FORTIETH BIRTHDAY of the Gregg Shorthand System was observed this year and a verbatim report of the birthday dinner and conference was made in Gregg shorthand by Leslie W. Bear, aged 16. The report has been issued in an attractive 58-page pamphlet.

MISS HEFFERNAN SPEAKS IN OREGON

Miss Helen Heffernan, chief, division of rural education, in California, has returned from a trip to Oregon where she spoke before the teachers. Her report of the journey, in part, follows:

The trip to Oregon was very delightful. I made five addresses to the teachers' institute in Marshfield, Coos County, and four to the teachers' institute in Ashland, Jackson County. I also addressed the school officers' (trustees) convention at Medford and conducted the round-table conference on the problems of the school officers.

The State Superintendent, Mr. Howard, was so much interested in my program for the state rural demonstration schools that he is sending the Assistant Superintendent, Mr. Crites, and three County School Superintendents to spend the week of November 18 in California. I have arranged a schedule of visitation for them to the demonstration schools in the northern part of the state. Old Shasta in Shasta County, Wyandotte and Union in Butte County, Woodbridge and Escalon in San Joaquin County, will be the schools visited. On Friday of that week we have arranged a conference at the San Francisco State Teachers College for the Oregon visitors.

HIGH SCHOOL PRINCIPALS TO MEET

The State Board of Education has called the annual meeting of the High School Principals of California. The meeting is to be held beginning March 25, 1929, in Oakland, Cal., and is called "for the discussion of problems pertaining to the administration, organization, and supervision of the public high schools and such other subjects affecting the welfare and interest of the public high schools as shall properly be brought before it." The convention will formally open Monday, March 25, and will close Friday, March 29, at noon. The program committee will consist of Nicholas Ricciardi and Miss Helen Heffernan of the State Department, Homer Martin, president of the High School Principals Association, and the undersigned, secretary of the State Board of Education, acting as chairman. Suggestions for the program will be gladly received and should be addressed to Mrs. Stella Trussell, Box 615, Sacramento, Cal., who will serve as secretary of the convention.

RURAL SCHOOL STUDY AT U. C.

Three rural supervisors in California each cover annually in their visitations an area of between 40,000 and 45,000 square miles—an area greater than that of the State of Indiana, according to the astonishing results of a survey on "The Status of the Rural Supervisor in California," a master's thesis just completed by Miss Florence L. Hurd of Berkeley, Cal. Miss Hurd is a graduate student working under the direction of Doctor Cyrus D. Mead, associate professor of elementary education, University of California.

One other supervisor travels annually between 4000 and 4500 in linear distance. This study shows the academic and professional training of rural supervisors, their certification, experience, salaries, problems, and activities. The data was secured by a questionnaire sent with a letter from Miss Helen Heffernan, chief of the division of rural education, State of California, to 108 general and special rural supervisors. Of these, 75 per cent answered.

Miss Hurd's conclusions and recommendations point out that "there is a lack of sufficient academic and professional training among rural supervisors and that some effort ought to be made to raise the standard of training of supervisors who have been in service for many years.

"Supervisors as well as teachers should continue to train themselves while in service," she declares. "Attendance at college or university summer school at least once in three years is suggested as a reasonable requirement.

"Supervisors who have been in service thirty years or more ought to be encouraged to retire, and the state should provide a retirement salary large enough to make retirement possible without inflicting a hardship. Present salaries are not enough to compensate for the amount of work done and to cover the high cost of travel. Salary schedules should take into consideration years and type of training, years of experience, number of teachers supervised, and the expenses of traveling," Miss Hurd believes.

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And the art work! How attractive the photographs and special drawings can be made arranged under these same heads!

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Three District Meetings

THE FIRST California Library Association meeting for the year was held on October 6 at Crockett. This was a meeting of the Second District. Mrs. Alice G. Whitbeck, librarian of the Contra Costa County Free Library, is president of the district and Miss Norah McNeill, librarian of the Richmond Public Library, is secretary. The meeting convened at the Community Auditorium in Crockett at 10:30 in the morning. The subject of the program was "Adult Education." After a few opening remarks by Mrs. Whitbeck, Mrs. Barbara Cowles of the Oakland Free Library read an interesting paper on "Adult Education and the Library." She was followed by Mrs. Ruth Kennel, recently assistant in the International Library at Moscow, who talked on "Library Work in Russia." In connection with her talk, posters directing the Russian people to books and libraries were displayed around the wall. Mrs. Kennel spoke from her experience not only in the International Library at Moscow, but as librarian of a mining corporation library. W. P. Bell, director of employees' training of the California and Hawaiian Sugar Refinery told of his work in training the employees for advancement. Two Americanization directors, Mrs. Emily Axtell of Richmond and Miss Marion Yeatman of Crockett, told of their night school and educational classes. Both showed their keen interest in the work and clearly demonstrated how worth-while these night school classes are for adult foreigners.

Those attending the meeting were entertained at luncheon by the California and Hawaiian Sugar Refinery. Luncheon was served in one end of the auditorium. It was preceded by an interesting short movie of the sugar industry in Hawaii. J. D. Keith, personnel director of the refinery, gave greetings at the luncheon.

The guests were very much delighted to have the opportunity to inspect the C. & H. plant. They were escorted by guides who were well informed on the work of the refinery and who took particular delight in showing the many interesting features of the plant.

The Eighth District of the California Library Association met in Alturas on October 13. Miss Anna L. Williams, librarian of the Modoc County Free Library, president of the Eighth District, was hostess. She was ably assisted by Miss Lenala Martin, librarian of the Lassen County Free Library, secretary of the district. This district consists of the four counties, Modoc, Lassen, Plumas, and Sierra. There are not many library workers in these counties and consequently the showing that was made at this meeting was very gratifying. Besides the president and secretary, others attending were Miss Katherine R. Woods, librarian of the Plumas County Free Library; three custodians of Lassen County branches—Mrs. Rose Wood, Termo branch; Mrs. M. E. Fallgatter, Ravendale branch, and Mrs. Elinor Coldren, Glade branch—Miss Anne Bell Bailey, librarian of Tehama County Free Library; Mrs. Julia G. Babcock, librarian of the Kern County Free Library, and Miss Mabel R. Gillis of the State Library, president of the California Library Association. The librarians had all gathered by Friday evening and held an informal conference. The next morning they were taken on a trip around Alturas visiting the library, the new Women's Civic Clubhouse, the creamery, the high school, and the very finely arranged courthouse. At noon the librarians were entertained at luncheon at the home of Miss Williams. The afternoon program was opened by Judge E. C. Bonner, who welcomed the librarians to Alturas and told something of the recent growth and accomplishments of the county. Mrs. Babcock followed with a talk on the modern trend in children's literature. She contrasted the old-fashioned children's books and the present ones and had many interesting examples of each type to show. She brought out the point that the older books, if of universal interest, would survive, as they are always being brought out again in new and beautiful editions. Also she brought to the attention of her audience some of the finest types of the newer books for children.

Miss Lenala Martin then gave a talk on adult education and emphasized the work that was being done in Lassen County in art classes. In order to demonstrate how she conducts these art courses, she gave a lesson to those present and illustrated it with some reproductions of famous paintings which she had borrowed from the State Library and taken to Alturas for the occasion. At the close of Miss Martin's talk there was opportunity for the audience to look over the books which Mrs. Babcock had brought and to view more closely the pictures which Miss Martin had used. Many of the people of Alturas attended the afternoon meeting and showed much interest in the subjects discussed.

At 6:30 a banquet was held in the Baptist Church. About sixty people attended. Miss Williams, as presiding officer, introduced the librarians present and also some of the Alturas people who were interested in civic life. Miss Gillis was the principal speaker at the banquet, taking as her subject, "California's County Library System Attracts the World." She gave an outline of the other states and other countries that had come to California for a model for their county library laws and told of the various people who had been sent to this state to investigate library conditions. She mentioned other forms of recognition that the California library system had received in the honors that had been paid the State Librarian, Milton J. Ferguson, in being chosen on various commissions to advise on library affairs.

The evening's entertainment was rounded out by a humorous reading by Miss Dorothy Gloster and a flute solo by Professor Leon B. Lewis, the teacher of music in the Alturas schools. Those who went to Alturas felt that they had been well repaid for the long journey by the interest that all in the community seemed to take in the meeting and in their library.

The Third District of the California Library Association met at the Tamalpais Union High School, Mill Valley, on October 27 at 10:30 a. m. Miss Ruth Seymour, librarian of the high school and president of the Third District, welcomed the guests and called upon Mrs. Fussleman, secretary of the San Francisco District of the California Federation of Women's Clubs, for the formal address of welcome. Mrs. Fussleman is not only interested in club work, but is an ardent supporter of libraries also, and in her remarks showed her long connection with library progress. E. E. Wood, principal of the Tamalpais Union High School, also made some welcoming remarks. Mr. Wood has helped to build up the high school from its beginning and takes a deep interest in the whole plant there, including the fine library room. He voiced his belief in trained librarians for high school libraries. He is carrying this out in practice by having a trained librarian carry on his work there.

Miss Wilhelmina Harper, consulting children's librarian, brought with her a very splendid collection of the new autumn books for children. She illustrated her talk by passing around the various new publications. She gave her audience some very worth-while criticisms of the newer books for children.

Luncheon was served in the school cafeteria. This splendid, light room, with ample space for students and faculty, and the well-equipped kitchen were other indications of the fine high-school development.

At the afternoon session Mrs. Alice G. Whitbeck, librarian of the Contra Costa County Free Library, spoke on starting a picture collection. She gave many practical ideas for acquiring a collection and caring for it. She illustrated her talk with some good examples of the different types of pictures circulated by her library, and the manner in which they are mounted.

Miss Gillis of the State Library spoke on some features of the new State Library Building. She touched mainly on the artistic features such as sculpture and mural paintings, and spoke particularly of a new part of the library service, that of exhibits of prints from the fine-prints collection which has been built up by the State Library during the last few years.

Miss Leona Kahl of the New York *Morning Telegraph* closed the meeting with a talk entitled "Around the World With Mother Goose." Miss Kahl is making a hiking trip around the world, and in her travels is studying the folklore of all the places she visits. She gave a very entertaining talk, recounting some of her humorous experiences during her travels and outlining her researches into the subject of substitutes for Mother Goose in some of the foreign countries she has visited.

At the business meeting of the district, Miss Ruth Seymour was elected nominator for the annual meeting and Miss Muriel Wright, librarian of the Marin County Free Library and secretary of the district, alternate.

Custodians' Meeting

THE SIXTH annual custodians' meetings of the Merced County Library met in Merced on October 19 in the spacious office of the county librarian, Miss Minette L. Stoddard.

A large gathering of custodians of county library branches from two counties, Merced and Mariposa, under the leadership of one county librarian was an unusual and delightful feature of the meeting. Two years ago Mariposa County contracted with Merced County for library service and now has community branches giving excellent service to the people and school branches giving specialized service to every school in the county.

Frank Pebley, chairman of the Merced County Board of Supervisors, and C. J. Grossjean, chairman of the Mariposa County Board of Supervisors, attended the meeting. Each gave an address of welcome. Their presence throughout the day and their interest in the service given by the county library added greatly to the success of the meeting.

The subject, "Our Community Links," afforded an excellent opportunity for Mrs. Ada Fiske, Merced County home demonstration agent, to show how the county librarian and home demonstration agent work together to

serve the people. Mrs. Fiske said each farm center this year is planning to accomplish something that shall be of local civic value. She suggested that each custodian tell the leader in her farm center of something needed in the local county library branch which the farm center might supply.

"Minding Other People's Business" was made a most desirable and fascinating kind of employment through the magical thoughtfulness of Miss Blanche Galloway, county librarian of Madera County. She showed the custodians what a delightful and varied game it was to ascertain the desires of their patrons and then fill their needs.

Mrs. Viola B. Shaffer, head of the branch department of the Merced County Library, chose "Fact and Fancy" for a clever talk in which she presented facts in an alluringly fanciful way. She made suggestions whereby the custodians might improve branch library service and gave ideas for a successful "Book Week." Mrs. Shaffer closed by telling most charmingly one of Monica Shannon's new stories, "Eyes for the Dark." No group of children could have given more rapt attention than her audience of grown-ups.

Luncheon in the attractive Merced Women's Clubhouse was enjoyed by all. It was allowed to be an informal time for sociability and relaxation. The postcards of the new State Library Building served as place cards to introduce the custodians to their neighbors. Later in the day Mrs. Henshall responded to a request to describe the building.

Both before and after luncheon time was devoted to brief impromptu talks given by custodians. In her introductory remarks Miss Stoddard not only proved herself an ideal presiding officer, but also showed an intimate acquaintance with the custodians and a knowledge of conditions at each branch. Not one custodian declined to speak. Human interest loomed large in these vivid little snapshots of actual library service related by the people who were dispensing the books. Some of the branches were in small towns and thickly settled communities. Others were remote. One custodian said, "All we have is the county library branch and an entertainment once in a while." The editor of a small-town paper told of the branch in his office and the men who came to borrow non-fiction books and to talk over the ones they had read. The custodian of the branch in Yosemite Valley told of its use by government officials, permanent residents, and the traveling public.

S. S. Simonson, a library patron, gave some "Hints of Honolulu" in a most original way. He told of the palatial steamship *Malolo* (flying fish) costing $8,000,000, and its quick passage of slightly over four days from San Francisco to the Hawaiian Islands.

The great concentrated wealth of the islands, the marvelous pineapple plantations and the Hawaiian Pineapple Packing Plant, interesting governmental affairs, problems looming ahead because of its varied population, something of aquatic sports and of the water of Waikiki which never chills the swimmers, were given as some of the fleeting hints of interest in the Paradise of the Pacific.

A panorama of county library branches was given by Mrs. May Dexter Henshall, county library organizer, California State Library. Mrs. Henshall portrayed county library service from the largest branches such as Fresno, Bakersfield, and Madera to the smaller towns the size of Salinas, Woodland, and Colusa, which maintain their public libraries yet have the additional service of the county library; thickly settled rural communities; sparsely settled communities; remote mountain and desert branches.

The dominant idea of the talk was to give a bird's-eye view of the 4195 community branches and school branches of the forty-six county libraries of California and a general idea of the points wherein all California county libraries are alike, with illustrations to show striking differences due to size and age of the libraries and to local conditions.

After the meeting adjourned, the library seemed suddenly transformed into a bookstore doing a thriving business. The custodians were most interested customers who eagerly sleeted books to take back to their patrons and the library assistants rapidly charged them out and had them wrapped into packages. It was a fitting ending to a meeting filled with pleasure and profit.

SAMPLE BOOK FREE

The Animal Way, by Jean Broadhurst; illustrated by Dorothy Doubble: This book is another published by the Cleanliness Institute and it has the same charm for the child and the same pedagogical value for the teacher as have other publications of that organization. The story is simple, first-grade material. It concerns animals and the way they manage to keep clean. The book contains project lessons that are of undoubted value and certainly great fun for children. The story is phrased according to the latest findings; the illustrations, which are natural and brightly colored, are particularly well done. The announcement that accompanied the book for review stated: "We are glad to send you a review copy of 'The Animal Way,' but can supply only one book free for each of these grades. In writing, please state not only the number of these particular grades, but also the enrollment. We will value your opinion of the book. If additional copies are desired, they may be purchased at $20 per hundred copies in lots of 25 or more, 25 cents per single copy." (Cleanliness Institute, 45 East Seventeenth Street, New York.)

About seventy teachers and school trustees attended the teachers' conference held recently in the Redding Grammar School, Redding, Cal., with Miss Bertha Merrill, County Superintendent of Schools, in charge of the sessions. Rural teachers were present, as well as all grammar school teachers of Redding. Miss Helen Heffernan of the State Department of Education; Ethel Saxon Ward, supervisor of rural schools, and Miss Sue Blasinghame of Indiana spoke.

That there has been a gain of 346 students in the Riverside, Cal., city schools over the same date last year is shown in figures issued by Superintendent of Schools Ira C. Landis.

Chula Vista, Cal., ballots practically carried the $181,000 junior high school bonds issue election recently, which was successful by ninety-six votes over the required two-thirds.

Seven new teachers have been added to the high school faculty in Stockton, Cal. W. Fred Ellis is principal of the school.

Contracts for the construction of a new classroom and study unit at the La Jolla High School, La Jolla, Cal., to cost about $20,800, have been let by the Board of Education.

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Notice of Examination

An examination to qualify teachers for appointment to positions in the Kindergartens and grades one to eight, of the San Francisco Public Schools, will be held in San Francisco, California, on Saturday, December 15, 1928, at 8:30 a.m.

Full details may be secured by writing to the Department of Personnel, Office of the Superintendent, City Hall, San Francisco, California.

Applications must be on file in the office of the Department of Personnel not later than Saturday, December 8, 1928.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—EDITOR.]

A NEW BUILDING for shop work is being erected at a cost of $12,470 in Red Bluff, Cal. The building is almost ready for occupancy.

B. I. VAN GILDER of Stockton, Cal., has been engaged as director of the Americanization department in the night school, Martinez, Cal. E. W. Ragel of Turlock has been given the position of teacher of farm mechanics.

THE NEW Upland, Cal., junior high school has been erected at a cost of $75,000. High school and junior college educational activities in one part of San Bernardino County are centered on the Chaffey campus, located in Ontario, a neighboring city, and about six blocks from the business district of Upland. Like many other districts in Southern California, the cities here are close together. Consequently territory served by the high school and junior college include Upland and Ontario and several small communities. Each city or community usually has its own grade school, with the one high school serving them all. In Upland there are three grade schools and the new junior high school. About one-third of the students at Chaffey Union High School are from Upland. The junior college course includes the first two years of regular college work.

SUPERINTENDENT of Siskiyou County Schools, L. S. Newton, has appointed H. Rode, principal of the Etna Union High School, as assistant rural supervisor to serve the schools adjacent to Etna in Scott Valley.

TO DEDICATE the new $116,000 Whittier School of Oakland, Cal., a special program was held at 2:30 the afternoon of November 6 in the school auditorium.

THAT THE Riverside Junior College, Riverside, Cal., will receive its full apportionment or $24,000 of the fund allotted by the state for its support of the 1928–29 scholastic year is the information received from the State Department of Education by Riverside officials.

MORE THAN $178,000 is expended by the trustees of the grammar and high school districts in Martinez, Cal., each year in school maintenance and operation.

IN PREPARATION for the state high school principals' convention to be held in Oakland, Cal., March 25 to 29, 1929, a committee has been appointed by Superintendent Willard E. Givens. An executive committee composed of Givens, W. F. Ewing, Assistant Superintendent; Miss Bernice Baxter, president of the Oakland Teachers' Association; Mrs. Daisy Short, State Board of Education; E. W. Jacobsen, president of the Oakland Principals' Club; Mrs. L. K. Beever, president of the Oakland Council, P.-T. A., and George W. Hatch, president of the Board of Education, will supervise the plans.

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Mrs. Dorris is especially well fitted to write such a book. She is now President of the Department of Visual Instruction of the N. E. A. and is Head of the Departments of Visual Instruction and Geography, State Teachers College, San Francisco, and Instructor in Visual Instruction, University of California, Extension Division. She was formerly Director of Visual Education in the Berkeley City Schools.

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ABOUT BOOKS

Teaching American History in the Middle Grades of the Elementary School, by Mary G. Kelty: Just what book handles the subject in hand in a more thorough manner than this volume of 748 pages, including index, it would be hard to state. The book should prove a source of delight to teachers who are looking for help in the teaching of this difficult subject. The book is divided into four parts: The Technique; Unit Treatment of American History; Illustrative Lessons, and Appendixes. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $2.40.)

Types of Social Comedy, edited by Robert Metcalf Smith, and Types of Farce Comedy, edited by Robert Metcalf Smith and Howard Garrett Rhoads, are two new titles added to the World Drama Series published by this company. Presentation of material and actual texts of plays are given. (Prentice–Hall, Inc., 70 Fifth Avenue, New York. Price $2 and $1.65.)

The Laidlaw Readers, Primer: This is a revision of the content and method of The New Barnes Reader. The work was done by Herman Dressel, M. Madilene Veverka, and May Robbins. (Laidlaw Brothers, 36 West Twenty-fourth Street, New York.)

The Road of Health to Grown-Up Town, by Jessie I. Lummis and Williedell Schawe: Here is a book of imagination and fun that will really help one to travel the Road to Health! The stories are charming, written for about third-graders, and the illustrations add a zest and joy to the stories that quite enter into the spirit of the thing. Children and animals all have their parts to play and there are many "Guideposts to Healthland." This is one of the really good books on the market that teaches health while containing keen interest values. (World Book Company, Yonkers-on-Hudson, New York.)

Easy-to-Make Toys, by C. A. Kunou: This volume is a continuation of the work begun by the author in his book, "American School Toys," and the aim is to teach boys and girls how to make useful and artistic objects both in school and at home. Designs are varied and complete; suggestions for the best results are given, and not only do children learn how to make their own toys while doing this work, but they are being taught up-to-date technical processes in constructing and finishing. The author of the work is supervisor of manual education in Los Angeles, Cal., schools. (The Bruce Publishing Company, 354 Milwaukee Street, Milwaukee, Wis. Price $1.44.)

A Quart of Moonlight, by James Woodward Sherman: Here is a volume for supplementary reading that is full of fancy and make-believe. The material is suitable for middle elementary grades. (Little, Brown & Co., 34 Beacon Street, Boston, Mass. Price 80 cents.)

Forty Famous Stories, by H. A. Mertz: This is a silent reader for lower grades, with speed and comprehension tests. The exercises, forty in all, are designed to strengthen the pupil's ability to read silently with fair speed and clear comprehension. They should correct bad study habits and furnish material for oral and written composition. The stories are really for fourth grade, but some may be used for other grades if desired. Teachers should find this useful and helpful material. (Hall & McCreary Company, 430 South Wabash Avenue, Chicago, Ill.)

Books Received

Junior High School English, Books I, II, and III, by Claudia E. Crumpton and James Fleming Hosie. (American Book Company, 100 Washington Square, New York.)

The Study of Interior Decoration, by Alice and Bettina Jackson: A textbook presenting a comprehensive as well as thorough study of the subject in hand. More than 110 line cuts and halftones used to illustrate. (Doubleday, Doran & Co., Garden City, N. Y.)

Objective Tests, by Jacob S. Orleans and Glenn A. Sealy: Tests to take the place of old-time examinations. (World Book Company, Yonkers-on-Hudson, N. Y.)

Spanish Anthology, edited by David Rubio and Henri C. Neel: Written in Spanish. (Prentice–Hall, Inc., 70 Fifth Avenue, New York. Price $2.25.)

Minimum Essentials of French, by Whitford H. Shelton. (Prentice–Hall, Inc., 70 Fifth Avenue, New York. Price $1.50.)

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DECEMBER, 1928

Kindergarten Movie, Lafayette School, San Francisco, Cal.
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Bridgman—Bridgman Publishers ..... Pelham, New York
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Churchill—Churchill-Grindell Co. ..... Platteville, Wisconsin
Compton—F. E. Compton & Co. ..... 60 California St., San Francisco
Crocker—H. S. Crocker Co., Inc. ..... 565 Market St., San Francisco
Crowell—Thomas Y. Crowell Co. ..... 393 Fourth Ave., New York City
Denoyer—Denoyer-Geppert Company ..... Drawer B, South Berkeley, California; Box 635, Arcade Station, Los Angeles
Dodd—Dodd, Mead & Co. ..... 734 Pacific Bldg., 821 Market St., San Francisco
French—Samuel French ..... 25 W. 45th St., New York City
Gabriel—Samuel Gabriel Sons & Co. ..... 74 Fifth Ave., New York
Ginn—Ginn & Co. ..... 45 Second St., San Francisco
Globe—Globe Book Co. ..... 175 Fifth Ave., New York City
Gregg—Gregg Publishing Co. ..... Phelan Bldg., San Francisco
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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Among the fast-growing cities in Southern California, San Bernardino, at the foot of the San Bernardino Mountains and in the midst of a great orange-growing area, has stood markedly to the foreground. Over forty thousand people now reside within the city limits; business buildings and homes have caused much building activity; schools have increased in enrollment to over ten thousand students. C. Ray Holbrook, City Superintendent of San Bernardino, has a system comprising seventeen elementary schools, four junior high schools, and one senior high school. San Bernardino's greatest expansion in school buildings and population has come during Superintendent Holbrook's régime.

On December 12 an emergency bond issue for $175,000 will be voted upon. The main building of the high school plant has been condemned for occupancy until reënforced against earthquake. The sum of $100,000 will be spent for the rehabilitating of the administration unit of the high school. Even with this expenditure the present high school plant will have cost considerably less than a total replacement unit.

The Arrowview Junior High School was opened this fall in San Bernardino with an enrollment of 415 pupils and eighteen teachers. George N. Hale is principal of this school.

San Bernardino this year has undertaken a program of visual education.

Miss Ann B. Pratt is commencing her second year as principal of the Cucamonga Grammar School. The school has 360 pupils, practically every one of whom are Mexicans. Instruction is of the standardized variety. The system of individualized pupil approach of Mrs. Adelia Adams Samuels has been abandoned. Miss Pratt is of Stanford University and has taught in the Los Angeles city schools, Riverside county schools, and previous to coming to Cucamonga was principal of the Victorville Grammar School for four years.

Miss Jasmine O. Britton, librarian of the Los Angeles City School Library, is in Europe on leave of absence until April 1. Miss Elizabeth O. Williams has been acting head of the Los Angeles City School Library during Miss Britton's leave. Twenty-three persons are employed in the library and include nine trained librarians and fourteen junior clerks. Six departments are established in the library. They are (1) circulating, (2) Americanization, (3) order, (4) cataloguing, (5) reference, and (6) two traveling librarians. The Americanization department supplies all books to evening schools teaching English and also supplies mimeograph material for these schools. The reference department does work for the Superintendents. The visiting librarians visit those schools far from the central office, giving suggestions and taking requests.

The King City Union High School District, of which H. O. Williams is principal, this year entered into a contract with San Benito County for the taking over of the Bitter Water branch of the San Benito County High School. The Bitter Water branch school is sixteen miles from King City. Mr. Williams has provided for the transportation of the twenty-two pupils of this school to King City in a new $4500 bus. N. E. Olson, teacher of the Bitter Water branch, was added to the faculty of the King City High School.

Miss Muriel Alderman is librarian of the Ventura High School Library.

The Margarita Black Union High School at Atascadero, over which Doctor A. M. Fosdick is Superintendent, enrolls 130 pupils. In the Atascadero Grammar School there are 230 pupils. Twenty-three teachers are in both schools. The high school grounds have been landscaped this last year with shrubs and beautiful lawns. Doctor Fosdick is considering the building of a bowl for high school and community use. A convenient location is adjacent to the high school plant.

Miss Mary W. Harris, recently elected librarian of the Siskiyou County Free Public Library, came to her present position from Louisiana, where she was assisting Miss Essae M. Culver in establishing county libraries in that state. In Siskiyou County every elementary school is in the county library. The elementary school library work is under the direction of Miss E. E. Revell.

L. S. Newton, Superintendent of Siskiyou county schools, has been in the county office six years as supervisor and as County Superintendent.

November 19 saw the gathering at Salem, Ore., of about forty bookmen who were interested in the textbook adoptions of the Oregon State Textbook Commission that occurred on that date. One-third of the Oregon list is adopted for six years every two years. This year, for the grammar grades, the list included dictionaries, drawing, history, language, physiology, and writing; for the high schools, botany, chemistry, domestic art, domestic science, Latin, physics, physiology, stenography, and typewriting.

The Oregon State Textbook Commission is comprised of five members. Members at this meeting were J. A. Churchill, president, Southern Oregon Normal School; A. C. Hampton, Superintendent, Astoria schools; George W. Hug, Superintendent, Salem schools; Austin Landreth, principal, Pendleton high schools, and R. R. Turner, Superintendent, Dallas schools. The following bookmen were present at this adoption: Allyn & Bacon, Bernard Hemp, John Davis, W. B. Ryan; American Book Company, W. E. Bliss; Ginn & Co., A. E. Shumate; Sanborn, Charles Foster, Joseph T. Hazard; The MacMillan Company, D. C. Noonan; Rand, McNally Company, George Barnes, Arleigh Hough; Merriman Company, Walter Clark; Funk & Wagnalls, G. H. Beebe; John C. Winston Company, W. C. Harper; Silver, Burdett & Co., Fred T. Moore, Prestiss Brown; Scott-Foresman & Co., Fred Tice; Houghton, Mifflin

& Co., A. K. Allen, W. R. Power, Miss Katherine Burggraff; D. C. Heath & Co., G. H. Chileote, L. J. Phebus; Gregg Publishing Company, Miss Elizabeth Starbuck Adams; Southwestern Publishing Company, W. C. Hyatt; H. M. Rowe Company, Walter White; Rice Penmanship Company, W. J. Rice; Laurel Book Company, F. E. Dunton; Lyons & Carnahan, E. C. Dudley; J. P. Lippincott Company, Fred W. Bravy; Laidlaw Brothers, Harry Bradbent; World Book Company, V. Meldo Hillis, Jack Wesson; Charles E. Merrill Company, D. A. Thornberg; A. N. Palmer Company, Misses Morrisey and Hegler; Charles Scribner's Sons, Howard Preston Miller, Theron Nelson; The J. K. Gill Company, Portland, George Halling; Harr Wagner Publishing Company, representing Mentzer–Bush & Co., W. M. Culp.

F. A. FORDEHASE, Superintendent of the Redding grammar schools, has been in charge of the schools of that city since 1912. Three schools, seventeen teachers, and 575 pupils are in the system.

Shasta Union High School, Redding

THE COMPLETION this last year of the new $365,000 Shasta Union High School at Redding has been the most outstanding achievement of Principal J. O. Osborn's eighteen years' work as head of that high school. The high school plant is located on the edge of town on a commanding site. On the east runs the highway north to Oregon; on the South of the campus is the road to Shasta and Eureka; on the west is the Coast Range; on the east are the snow-capped Sierras and Mount Lassen; to the north is seen the tip of Mount Shasta, and in the lowlands, against an opposite bluff, flow the headwaters of the Sacramento River.

Last year the high school site was a chaparral thicket with scrub oak and rocky wastes. Today the acreage has been cleared, roads have been made, an excellent athletic field has been graded, and an administration unit and a gymnasium and shop unit have been constructed.

Of Byzantine architecture, two stories in height, the Shasta High School has been well designed for academic work. The auditorium seats eleven hundred and has an excellent stage. Different from most auditoriums, this one is set in the midst of a quadrangle with corridors on all sides, on the outside of which are classrooms. Entrance to the stage can be made from the rear corridor. A motion picture screen and motion picture booth are installed in the auditorium. The square tower of the high school, of artistic beauty, has been utilized in its interior as a bandroom.

A "little theater" has a capacity of two hundred people and has a small stage, curtain, and balcony. Th gymnasium has a playing floor of 78 by 50 feet and will seat six hundred spectators. A special exercise room is provided in the gymnasium. There are five laboratory rooms, one each for chemistry, physics, general science, biology, and cooking. A sewing-room and freehand drawing and art room are provided. The commercial department has rooms for shorthand, bookkeeping, and typing. In addition there are eleven general classrooms and a cafeteria. Mr. Osborn at the present time has an enrollment of 450 pupils and a faculty of twenty-three teachers.

MISS ADA YORK, Superintendent of San Diego county schools, will hold the San Diego County Institute at San Diego, December 19, 20, and 21. This year attendance at the San Diego Institute will be required of all San Diego teachers with the exception of teachers of special subjects, who are allowed to take special work in the institute held in Los Angeles.

California Teachers Association, Central Section

THE MEETING of the California Teachers Association, Central Section, and the annual county institutes of Fresno, Kings, and Madera counties and Fresno City were held at Fresno, November 26, 27, and 28. Over two thousand teachers were in attendance at one of the best meetings of recent years. President J. F. Graham and Louis P. Linn, secretary of the Central Section, C. T. A., together with County Superintendents Clarence W. Edwards of Fresno, Mrs. Elsie I. Bozeman of Kings, W. L. Williams of Madera, and O. S Hubbard of Fresno City, arranged a comprehensive program.

Two speakers from without the state were heard in Doctor Thomas Briggs, Teachers College, Columbia University, and Doctor S. A. Courtis, educational department, Detroit public schools. William John Cooper, State Superintendent of Public Instruction, spoke upon the subject of "State Educational Organization." Roy Cloud, executive secretary, C. T. A., discussed the California Teachers Association. Joseph Marr Gwinn, Superintendent of San Francisco schools, addressed the convention on "The Meaning of the Modern School." Doctor Herbert Bolton and Doctor Ira Cross of the University of California were heard in addresses. F. M. Fulstone, Fresno County supervisor of writing, spoke on "Some Technique in the Teaching of Writing" before the penmanship section. Two lecturers from Pasadena, Doctor C. P. Colegrove and Geoffrey Morgan, were given prominent spots on the program.

In the annual meeting of the C. T. A., Central Section, C. L. Geer, Superintendent of the Coalinga schools, was elected association president for the ensuing year. Five representatives to serve on the California Council of Education were elected as follows: O. S. Hubbard and Miss May McCardle; S. J. Brainerd and Dewitt Montgomery, Tulare County, and J. F. Graham, retiring president of the Central Section, who will represent Kings County. Holdover members of the council are: L. E. Chenoweth and C. L. Healy of Bakersfield; C. W. Edwards, Fresno; L. C. Thompson, Madera, and C. S. Weaver, Merced.

Bookmen with exhibits present at the Fresno Institute meeting included the following: Jones Manufacturing Company, F. D. Jones; Rand, McNally Company, C. H. Beers; Milton, Bradley Company, Mrs. Whiteside; F. A. Owen Company, Mrs. M. C. James; Johnston–Nystrom, M. H. E. Beckley; World Book Company, Mr. and Mrs. C. S. Jones; Scott–Foresman Company, Charles F. Scott, D. C. Heath & Co., Edgar M. Wilson; Sanborn Company, C. W. Roadman; The MacMillan Company, Glenn Crowley; Ginn & Co., F. A. Rice, J. O. Tuttle; C. F. Weber & Co., R. R. Windhorst; H. M. Rowe Company, Walter White; Wylie Company, Mr. Wylie; Laidlaw Brothers, Mr. and Mrs. R. E. Laidlaw; Silver, Burdett & Co., E. R. Colvin; Harr Wagner Publishing Company, W. M. Culp.

ON NOVEMBER 10, at Pomona College, Claremont, was held a curriculum conference of Southern California cities under the direction of Hollis P. Allen, Assistant Superintendent of Schools of San Bernardino and president of the Association. The curriculum conference of Southern California cities is a very informal organization built around a common need and a common problem of school systems in Southern California. There are no dues, no membership rolls, no formal activities. It aims to be effective as a clearing house for some of the most vital problems in curriculum work. Meetings are held four or five times each year on invitation of various schools or colleges. Leaders of discussion at the November 10 meeting were Doctor James A. Blaisdell, president of Claremont College; Doctor Merton E. Hill of the State Curriculum Commission and principal of the Chaffey Union High School and Junior College, and Doctor A. A. Douglas of the department of education, Pomona College, and in charge of curriculum revision in Pomona city schools. The subject of discussion was "Curriculum Revision in Elementary Schools." Officers of the organization, besides President Allen, include Doctor Elizabeth L. Woods, director of division of psychology and educational research, Los Angeles city schools, vice president, and Mrs. Maud Wilson Dunn, research assistant, department of curriculum, Long Beach city schools, secretary.

THE RESEARCH SERVICE COMPANY, 4259 South Van Buren Place, Los Angeles, Cal., has issued a catalogue of its "Diagnostic and Survey Tests, Ability Tests, Supplementary and

Remedial Materials." The tests listed under the following heads are:

Part I. Diagnostic and Survey Tests: Arithmetic Fundamentals (Los Angeles), Arithmetic Reasoning (Los Angeles), Arithmetic Signs and Symbols (Los Angeles), Compass Survey and Diagnostic Arithmetic, French, Geography, History, Language, Reading Comprehension, Reading Vocabulary, Spanish.

Part II. Ability Tests: Intelligence, Mechanical Ability, Psychographic Record Blank, Visual Art.

Part III. Supplementary and Remedial Materials: Arithmetic Work-books, Arithmetic Remedial Cards (Economy), Arithmetic (Lennes) Work Sheets, Language Work-books, Printaprimer, Reading Comprehension Exercises.

Part IV. Other Publications: Yearbooks—Southwestern Educational Research and Guidance Association, Humm Quotient Scale.

Ventura City Schools

The Ventura city schools under the superintendency of Melrowe Martin have entered a period of great expansion and reorganization. Ventura, adjacent to oil fields these last three years, has been increasing greatly in population. The Ventura High School has doubled in enrollment within the last two years. The elementary schools have increased 14.6 per cent and the kindergarten has grown 38 per cent this last year. Seven hundred pupils are registered in the high school, 1545 in the five elementary schools, and 180 in the kindergarten. The junior college numbers forty students. A faculty of ninety-one is in the Ventura system. The assessed valuation of the elementary school district is $12,000,000 and that of the union high school district is $45,000,000.

Of outstanding importance to Ventura City was the recent winning of a $400,000 bond election for a new junior high school building and the defeat of a county junior college project by a 2 to 1 vote.

These two events have led to the Board of Education of Ventura City and of Superintendent Melrowe Martin declaring for the establishment of the 6–4–4 system in Ventura, following the lead of Pasadena last year. Superintendent Martin intends to carry on the organization of the 6–4–4 system in such a manner that it will be a demonstration of how such a system should work in towns of around twenty-five thousand population. The plan is to fashion new courses of study to fit the various units of this new type of school organization.

Fourteen acres have been purchased for the new junior high school site and the acquisition of that much more ground is being considered. Austin & Ashley are the architects for this new school, which is planned to be finished by next school year.

Melrowe Martin, Superintendent of Ventura schools, is giving a U. S. C. extension course in real estate salesmanship to a group in Ventura.

The California Polytechnic School at San Luis Obispo, under Ben R. Crandall, president, during this past year has increased greatly in plant, efficiency, student body enrollment, and in breadth of courses given. The construction program has resulted in the erection of five new units: (1) A new engineering building, (2) a dormitory—Heron Hall, (3) a gymnasium—Crandall Gymnasium, (4) a president's residence, (5) a dining hall, and (6) plans for a new dairy barn and milk house are under way.

Three hundred and fifty-five students are enrolled, a 50 per cent increase over last year. Four years ago when President Crandall took office, eighty-four students were registered at the school. Students come from three foreign countries, eight states, and from 136 different communities in California. For the first time this year, junior college courses are offered at the Polytechnic School.

The 1000-acre farm is a very busy place upon which the students carry out their academic work and individual projects. Individual projects vary from raising chickens and ducks to fattening swine and baby beef; from caring for plant crops to making airplanes; from milking cows and making butter to setting type. One of the most interesting projects under way is that of the aviation class under Instructors H. G. Warren and R. L. Jones. The class project this year is the making of a four-passenger cabin monoplane.

The new buildings have added much to the campus. The president's house is a very attractive building of Spanish effect in architecture and excellently arranged for home comfort, and under the charming hand of Mrs. Crandall has a home touch for gatherings of students from week to week.

The gymnasium has a playing floor of 64 by 96 feet with showers and dressing-rooms, and in addition clubrooms for faculty and students. Heron Hall has twenty-nine rooms with a capacity of fifty-eight boys. The new dining hall has a capacity of two hundred people.

Superintendent Howard of Oregon Stresses Progressive Policies

Education of necessity is molded to the needs determined by the environment of the people it serves. The State of Oregon, magnificent in its natural resources of forest, land, and water, is yet a new state as determined by human factors. Its natural wealth has yet to be worked to its fullest extent; its untilled fertile acres are huge in numbers. In Portland it has its largest and finest city in whose bounds and immediate vicinity is practically half the population of Oregon. In Salem, the state capital, and in Eugene, Corvallis, Astoria, Pendleton, Baker, Marshfield, Oregon City, Albany, Medford, and Ashland are found prosperous towns of lesser size.

C. A. Howard

Outside of the few urban centers, the population of Oregon is widely scattered upon ranch and in forest.

Oregon is a state with a triple personality. Because of its coast line and the mighty Columbia River with its salmon fisheries, it has a maritime flavor. Behind the Pacific Ocean are yet two other divisions—Western Oregon with its torrential rains and stupendous forests and Eastern Oregon with its dry plains, partaking of the nature of the Great American Desert. Western Oregon in its farming has to drain its waterlogged fields; Eastern Oregon has to concern itself with water conservation and irrigation projects.

Oregon is still a state where the development of its resources awaits a greatly increased population.

In such a state as this, it has been the privilege of C. A. Howard to serve the last two years as Superintendent of Public Instruction. In his office, Mr. Howard ably took up the work of his immediate predecessor, J. A. Churchill, now president of the Southern Oregon Normal School at Ashland, and is developing a program of far-reaching consequence.

Mr. Howard is well prepared to carry out the duties of the state office. A graduate of the University of Oregon, Superintendent Howard has held positions as principal in the Klamath Falls and Eugene high schools, and for many years previous to his election to the state superintendency, he was Superintendent of the Marshfield city schools. During these years Mr. Howard was high in the councils of the Oregon Educational Association and was a member of various state educational commissions.

The high school and elementary enrollment for 1928–1929 in Oregon totals 187,189 pupils. Of interest is the fact that during the last five years in Oregon, the high school enrollment has increased 23 per cent and in the same length of time high school graduation has increased 40 per cent.

Superintendent Howard, in his educational work in regard to these 187,000 children, is emphasizing those problems that can be immediately solved. Five main features are being

stressed at the present time. The first point of attack is the advising of the enlargement of units of school administration wherever possible. Oregon already has a county unit law that permits districts of less than 500-pupil census to join into a county school educational district. Three counties in Oregon are so organized. Superintendent Howard is planning the publication of a handbook in the technic of reorganization.

The second objective is that of the reorganization of the daily program in the one and two-room rural school. Reorganization is toward that of the Illinois plan.

The third objective is the reorganization of the small high school. In Oregon last year there were 131 high schools with less than fifty enrolled. The plan is to individualize the work for these small schools by laying out units of instruction that do not need class supervision.

The fourth point of work is the development of plans for the command of fundamental processes and for the maintenance of skills in high schools. Mr. Howard is advising short courses in the fundamentals of geography, arithmetic, and grammar for high schools.

The last point of emphasis is to carry on an educational program that will develop a deeper understanding and appreciation of Oregon through Oregon history, geography, civics, and elementary economics.

In keeping with this educational program has been the determination of the establishment of a third normal school at La Grande. A $300,000 state appropriation has been voted, and this summer the eastern part of the state will be equipped for the training of teachers.

In addition, Superintendent Howard is looking for new viewpoints in education. With such an idea in mind, he sponsored a visit of Oregon educators to California in November, who, under the guidance of Miss Helen Heffernan, visited several of California's rural demonstration schools. The visiting educators included J. W. Crites, in charge of boys and girls' club work, Oregon State Department; Susan O. Homes Carter, Superintendent Jackson County; Mrs. Martha Mulkey, Superintendent, Coos County, and Mrs. Miller, instructor of rural education. Oregon Normal School.

South Pasadena Junior High School

SOUTH PASADENA is a city of distinct individuality. Wedged in between Los Angeles on one side and Pasadena and Alhambra on the other, it has become a city neither flavored by the wealth of either or sickened by the increepings of poverty that inhabit all great cities.

South Pasadena is a city of many beautiful homes of people of substantial worth, a city almost solidly built up from the Arroyo Seco in the west with its great sycamores to the environs of the cities to the east.

The schools of South Pasadena have a distinct individuality. The South Pasadena High School, through the years, has grown, new units have been added, yet a wide-spread lawn of an unusually vivid green and graceful cocais palms have ever added a different touch to the school plant.

The new South Pasadena Junior High School on Fair Oaks Avenue is of the same distinctiveness. A magnificent building of Spanish lines, with courts and tiled corridors, of classrooms and clock tower, of auditorium and library, with decorations in keeping, an outdoor stage, new lawns just showing, the impact of the beautiful in each view, situated beside the electric shortline between Los Angeles and Pasadena, the South Pasadena Junior High School advertises the progressiveness of the city.

South Pasadena has individuality in its schools because those in charge of the schools have had time to leave their impress upon the school system. George C. Bush, City Superintendent of Schools, has been connected with the South Pasadena system as teacher, high school principal, and City Superintendent for nearly twenty years.

W. R. H. Weldon, president of the Board of Education, a member for six years, has lived in South Pasadena for seventeen years; Fred W. Heath, for five years a member of the board, has been in South Pasadena the same period, and Mrs. Wayland W. Wilson, a member for the last two years, has been identified with South Pasadena for more than twenty years.

Mr. Weldon, formerly president of the Safeway Corporation, is now engaged in the investment business in Los Angeles. Mr. Heath is a prominent Los Angeles attorney, and Mrs. Wilson is past president of First District, California Congress of Parents and Teachers. Such is the background of the present educational administration.

The establishment of the South Pasadena Junior High School has been a question of great study. The first problem was to find enough land for the plant. Acres at lot prices in South Pasadena were almost prohibitive, but seven and one-half acres were acquired at a cost of $20,000. The question of planning was next given thorough consideration. The architectural firm of Marsh, Smith, and Powell was employed and the present $440,000 plant, built to accommodate one thousand pupils, is the result.

In keeping with the modernness of the plant, Superintendent Bush and the Board of Education have endeavor to teacher the institution with the best talent available. For principal of the institution, they secured G. Derwood Baker. Mr. Baker is a graduate of Pomona College of the class of 1922. After Pomona Mr. Baker attended Columbia University, where he acquired his master's degree in education. From Columbia he went to Washington, D. C., to teach and became principal of the Langley Junior High School, which position he resigned to come to South Pasadena.

We include excerpts from an article on the South Pasadena Junior High School, by W. A. Anderson in the South Pasadena *Foothill Review* of October 19, 1928:

The building, which is reënforced concrete, was specially designed to meet the possibility of earthquakes in Southern California. The main portion of the building is devoted to the auditorium and administra-

South Pasadena Junior High School, recently completed at a cost of $700,000

tion offices. Three lateral wings, two on the north and one on the south, unite the central portion with the wings, which project along Oak Street and Rollins Street, give the structure mass unity, which is architecturally effective and yet disposes the various units advantageously.

The two lateral wings on the north are two stories. The lateral wing on the south side of the auditorium is in line with the rear wing on the north, both of which are located in line with the stage portion of the auditorium. It is two stories in height.

The auditorium fulfills a twofold purpose: First it provides a school assembly place of beautiful and cultural qualities, carrying a distinct appeal to youth. Second, it furnishes a community meeting place of pleasing environment, equipped with facilities to meet the need of any occasion.

Electrically the stage presents the last word in junior high school equipment. Bearing in mind the fact that the auditorium undoubtedly would be used by the city for many evening functions, a very complete system of border lights, footlights, and spots has been provided.

The library, situated near the center of the Oak Street wing, conveniently near the study hall, equals the auditorium in interesting architectural detail. It projects fifteen feet beyond the main building line in an octagon bay.

In planning the school rooms, the functional purposes of the junior high school program has been kept in mind. Each room has been planned for a specific purpose.

The New Auditorium, Redlands High School

The completion of the new $175,000 auditorium for the senior and junior high schools of Redlands, under the direction of Superintendent H. G. Clement, was the final expenditure of a recent $375,000 bond issue in Redlands. In the erection of this auditorium, Mr. Clement had the needs of the community and the two schools in mind. The senior and junior high schools are on adjacent plots, and instead of building an auditorium for each school, Mr. Clement set the building in the space between the two schools. The plan is to park the land surrounding the auditorium with walks and lawns and flowers. The intention is to have the community make use of the auditorium as it desires from time to time, and since the building is apart from all school buildings, it is easy of access.

The auditorium is built of solid concrete and is Doric in style of architecture. The seating capacity is over thirteen hundred. The stage is large and equipped with every modern device for presenting modern road shows. The interior of the auditorium has been designed with great simplicity—austere pillars on each side, white walls, a dark beamed ceiling, and soft lights harmonize. Dressing-rooms and offices are located in the wings of the stage. Below the stage is a huge storage-room and behind it is a bandroom.

The lobby of the auditorium is large and there are easy stair approaches to the balcony, where in the rear a projection room with full equipment is located.

The front of the auditorium on the second floor has been fashioned into a Superintendent's suite. Here is located the business office, Superintendent Clement's office, storage-rooms, and the board room.

The educational system of Redlands is the product of Mr. Clement's labors, for during twenty years he has been connected with the Redlands school system as high school principal or Superintendent. The present system includes one senior high school, one junior high school, and six elementary schools with an enrollment of nearly thirty-three hundred pupils. The junior high school and two elementary school buildings are other projects that have been recently completed out of the last bond issue.

Fred Clock, an architect of Los Angeles, a former pupil of the Crafton School, Redlands, has been retained by the Redlands Board of Education for the designing of a new school that is to replace the old Crafton School Building.

MRS. DORSEY RESIGNS LOS ANGELES OFFICE

Susan M. Dorsey, City Superintendent of Schools, Los Angeles, has resigned from her position, and Assistant Superintendent Bouelle will take the office on December 31. W. W. Tritt will take the position vacated by Bouelle.

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DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN
Chief, Division of Rural Education of the State of California

Supervision of an Activity Program in Primary Grades

By JULIA LETHELD HAHN
Director of Kindergarten and Primary Grades, San Francisco Public Schools

NO ONE realizes better than the supervisor just how difficult it is to keep theory and practice close together in the accomplishment of a modern program of work. We agree, however, that any program of work, to be successful, must be based on sound educational principles and must be consistently developed according to these principles.

Sometimes it behooves us to take stock of our educational ideals and to recall our educational viewpoint. Let us ask ourselves, "What is a school?" A little thought on the subject brings us to a definition such as this: A school is a place where children live and work together in surroundings as stimulating to learning as possible and improve through that living.

We are wont to say that the aim of education is habit formation, but how are we going to interpret the meaning of habit formation? Surely not as merely the learning of reading, writing, and arithmetic or any additional subjects. Habit formation in its broadest sense means the forming of right habits of talking, of planning, of caring for belongings, of reading, of acting, of writing, and in fact of "doing all the things you have to do anyhow."

We recall, too, that the period of early childhood makes certain demands for growth. Activity to the young child is a developmental necessity and therefore school must provide movable furniture, movable teachers, and a movable program of work with plenty of "goings on."

We know that young children are intellectually curious—that they need practice in learning to question well, for they are bound to question. They need opportunity to plan, to experiment, to investigate and weigh the results of their efforts. So the modern program of work provides for group discussions, group criticism of results, a work period for individual and group choices, and abundant opportunities to talk as well as to listen while others talk.

We remember that the large muscles crave exercise and that while the muscles are being developed the child is thinking, too. So easels and long-handled brushes for painting; work benches, hammers, and saws for woodwork; and large materials for experimenting find their way into the modern primary school.

We realize that children need practice in self-control rather than threats and admonitions against wrong-doing. So we provide schoolroom surroundings which necessitate growing self-control. Children learn to care for belongings by keeping their belongings in their own cabinets. They learn to make a better product, whatever it may be, by a group criticism in which each child's work is evaluated by his classmates and himself as well as the teacher. They learn safety rules by practicing being careful—an excursion to a point of interest in the city demands right habits when crossing busy streets. Daily use of sharp tools demands right habits of handling them.

First grade classroom, Alamo School, San Francisco

Children learn to listen, not by being told that children should be seen and not heard, but by participating in daily discussions when there must be right habits of courtesy to others who are speaking.

Each aspect of child development has, in similar fashion, made its demand on the modern primary school. Initiative cannot be planted either in children or teachers. It is inherent in their makeup and needs only opportunity and stimulation for development.

We supervisors cannot be satisfied with a mere accumulation of facts for children or a routine following of direction by teachers. Both children and teachers must be given an opportunity to plan—to carry on investigations and to help children check their progress.

Independent thinking seems to some people a large order for young children. But practice in independent thinking is a major function of the modern primary school. Even the youngest children carry out their undertakings and check their results. Kindergarten children mark their own attendance on a large chart and proudly count up the days present each week and month. Primary children keep individual or group records of the books they read, the work they do at free-work time, and their progress in habit formation of various kinds.

For a long time we primary people have talked of our desire to have little children coöperate, but it has only been through an activity program that children have had constant practice in coöperation—in learning to help others and to receive help when necessary.

I have been asked to describe our plan of reorganization in kindergarten and primary grades in San Francisco as an example of an attempt to coördinate theory and practice in the public schools.

In 1923 we selected three tryout centers in schools where principals and teachers were willing to experiment and in districts of different types. Readings, discussions, and conferences effected a changed point of view on the part of principals and teachers.

The first thing to be done was to make the rooms suitable places for an activity program for little children. Where chairs and tables were not available, the desks were arranged in a hollow square, leaving space in the center for the reading table and space in front for group work. Enough chairs were put in each room so that the children could be gathered into informal groups. As the buildings used were neither new nor well equipped, storage cabinets were added. Open racks installed to make materials accessible to the children became "Help Yourself Tables." Benches from the yard were made into work benches. Large materials were substituted for smaller ones.

A flexible daily program was put into operation. A writing system previously used for all grades was adapted to the little children. A procedure resulted which did not establish habits contrary to the arm movement required in the upper grades but which eliminated analysis of the words to be written and substituted free large writing of word wholes on large unruled paper for practice work on letters and movement drills.

No one reading method was used to the exclusion of other approaches. We tried various approaches to reading, encouraging

much of the work type of reading stories about activities, the school newspaper, etc. Phonetic analysis was subordinated to thought and the little phonetic work done was taken up in the second and third grades. Many single copies of readers, picture books, etc., were put on the reading tables, and individual library work was encouraged. A free-work period was put into the day's program.

All of the teachers in the kindergarten and the first three grades were allowed to see demonstrations given by the supervisor of every phase of the work from the kindergarten through the third grade. Several months were spent in this preparatory demonstration work. In January, 1924, the three schools were ready for visitors. The principals of all the elementary schools were invited in groups of ten or more. They spent several whole days in the tryout schools and were taken from the kindergarten through the third grade. Demonstrations were given for them, often by the supervisor. Discussions were held at the end of the visit, and questions were asked.

Visiting days were then scheduled for teachers throughout the city, substitutes being furnished for the classes of the visiting teachers, who observed the work from the beginning through the third grade under the direction of the supervisor. By this time the teachers in the tryout schools felt sure enough of themselves to be willing to do the demonstrating. Discussions always followed these visits.

Teachers who wished to try any of the changes in their own schools were permitted to do so. The work spread into many schools. A series of group meetings where held throughout the city whenever a particularly good piece of work was discovered. This stimulated the spread of the work. At the end of the first year a course of study for kindergarten and first three grades was made by a committee of teachers and principals under the leadership of the supervisor.

The supervisory program from that time to the present has included a principals' conference each month, demonstration lessons for probationary teachers each month, and demonstration lessons for experienced teachers each month.

We have made every effort to hold fast to ideals of right habits—not permitting a lowering of standards, but a different approach and a larger experience.

Our new buildings are all built to meet the needs of changed procedures. Every kindergarten, first, second, and third grade classroom has an alcove with small sinks and running water. Cork pinning boards cover the wall of the alcove and end of classroom and space above blackboards. A cabinet for each child's belongings is built into the walls of the classrooms. Easels are made by the manual training departments of our high schools and work benches are being furnished as rapidly as possible to the lower grades. Every building, whether new or old, is being adapted to the needs of an activity program.

Such a program has brought many problems which teachers and principals are helping to solve. Study groups and committees of principals and teachers are constantly finding the answers to perplexing questions. Some examples of classroom research which are now being carried on in kindergarten and primary grades in San Francisco are records of progress in reading readiness in junior primary or sub-primary groups, looking toward the making of a course of study for junior primary classes; investigations of reactions to library periods as compared with group reading of sets of books; outlining and evaluating units of work, showing how they may begin, leading questions to raise, and information needed by teachers and pupils; measurement of results of changed procedures; studies of stories children like; accounts of map-making from the earliest stages to the more complicated; and enumerable others of equal worth.

It is true that a supervisor can go no faster than the teacher's understanding of the work, but this does not relieve her of the responsibility of changing procedures. If supervision is to meet the demands of modern education we must be willing to admit that modern education is different in some ways and do something about it; that a different kind of evaluation has to be made of the results of a program of work which has as its ideals initiative, independent thought, and coöperation; and that teachers must be inspired to help solve the problems growing out of an activity program and fit procedures to principles.

Rural Education Day at Chico

Plans have been completed for the first "Rural Education Day" to be held at the Chico State Teachers College on December 17. Miss Helen Heffernan, chief, division of rural education, is responsible for the arrangements by which one of the best-known national experts in rural education will be brought to Chico for the day.

The purpose of "Rural Education Day" is to stimulate interest in the problems of the country school. It is anticipated that "Rural Education Day" will become an annual event at Chico. Invitations have been extended to elementary and secondary teachers, principals, supervisors, and Superintendents to participate in the activities.

The principal speaker on this occasion will be Doctor Melvin Sumner Pittman, director of rural education of the Michigan State Normal College at Ypsilanti, Mich. Doctor Pittman is best known for his study of rural school supervision. He conducted an experiment in South Dakota to test the value of supervision and his work has served as a standard by which to judge work of that character.

He is the author of several books, among which are "Problems of the Rural Teacher," "The Value of School Supervision," and "Successful Teaching in Rural Schools." The last-named book has been one of the most popular professional books of recent years and was voted by the State of New York as one of the eighteen best books dealing with education.

Doctor Pittman's experience has been secured in various types of schools in all parts of America. He is a native of the South, worked for a number of years in the West, secured his doctorate at Columbia University, and for the past several years has been director of rural education at Ypsilanti where his work has attracted more than national attention.

Doctor Pittman is a speaker of such clarity and inspiration that the invitation to hear his two addresses at Chico have been extended to patrons of the public schools and all interested in the welfare of country boys and girls. His addresses will be of general interest and nontechnical. Permission has been secured to publish these addresses in these columns at a later date.

The titles of the two addresses of the Eastern visitor are: "Wanted: A Country Teacher," and "We Have But We Haven't." In these addresses, the problems of rural education are effectively analyzed and probable solutions are indicated.

Sam Hume, director of avocational activities of the State Department of Education, will address the afternoon meeting on the topic "Education and the Fine Arts." Mr. Hume's address will be of general interest to parents and teachers. The service rendered by the new bureau of avocational activities will be presented. The place of music, art, and the drama in education will be discussed in Mr. Hume's inimitable manner.

At the morning session, Miss Heffernan, chief, division of rural education, will discuss "Experimental Attempts to Improve Instruction in Rural Schools." The program of the rural demonstration schools that have been established in coöperation with the County Superintendents throughout the state during the past two years will be Miss Heffernan's major theme.

The Northern Section, Rural Supervisors Association, will hold its regular quarterly meeting at luncheon at the Hotel Oaks on this date. Doctor Pittman will be the guest of honor of the rural supervisors and an invitation has been extended to the faculty of the teachers' college to join the rural supervisors at luncheon.

The high school principals of the Northern Section have been invited to have luncheon together on this date. Sam Hume of the State Department will present a problem of great interest relative to educational dramatics in school and community entertainment. The presence of all high school principals at this luncheon is essential to the success of the program.

President Osenbaugh, the faculty of the college, the student body, Superintendents, supervisors and principals throughout the vicinity of Chico have coöperated in making the plans for the first "Rural Education Day."

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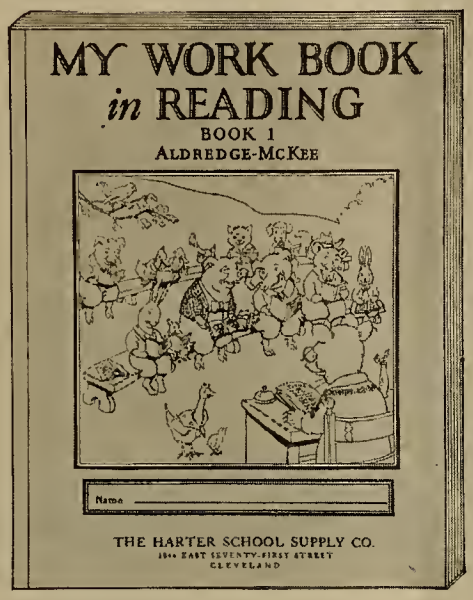

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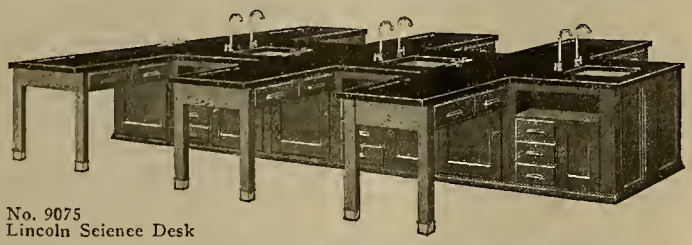

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The Evaluation of Teaching

By HAROLD BENJAMIN
Associate Professor of Education, Stanford University

AN EXPERIENCED SUPERVISOR once said to the writer, "I can estimate pretty accurately the skill of a teacher before ever I enter his room. I pause just a moment outside the door and listen." Let us examine this statement critically, but with that charity which we ought to show toward an attitude which many of us have adopted at one time or another and in a greater or lesser degree.

The events in this story occurred a number of years ago, and yet the supervisor knew that his main task was to help his younger colleagues teach better. The theory of supervision as auxiliary teaching has been emphasized explicitly only in recent years, but the practice of supervision as aiding in the improvement of instruction has been followed by conscientious and intelligent supervisors for a long while. Then as now, however, an indispensable first step in this process was to recognize good teaching when it appeared. No matter how much the so-called inspectorial function of the supervisor is decried, he must inspect and he must evaluate teaching before he can help to improve it.

The supervisor in our story knew, as we all know, that teaching, good or bad, is a tremendously complex and variable phenomenon. The teaching act is very difficult to evaluate objectively and in its entirety. Consequently he sought and found a single feature of teaching which he believed was correlated very highly with general instructional skill. He measured teaching indirectly, since he did not believe that a quiet room was in itself a highly desirable result of the process of education. He thought that the direct results of teaching in terms of information, habits, and ideals, and the teaching process itself, were too hard to measure; and so, for ease of evaluation he selected one characteristic phenomenon, degree of quietness, which he believed accompanied the pupils' activity in a direct ratio to the effectiveness of learning.

Another supervisor used a different method for estimation of teaching skill. He stepped briskly into a fourth grade room, for example, greeted the teacher and the pupils with crisp kindness, and then asked abruptly, "What is the sum of five-sixths and seven-eighths? Quickly! The little boy in the second row? Ah, doesn't know! The little girl right behind him? Quickly, please!"

This man evaluated teaching by measuring its results. Of course, he couldn't measure all the results of teaching. That was impossible, then, and it is still impossible in spite of our undoubtedly great advances in the technique of measuring school achievement. He had, therefore, to select for measurement particular results on the basis, first, of their importance to him, and second, of the ease with which they could be objectively checked.

This method, also, furnishes only an indirect means of evaluating teaching skill. Where the first method measured the teaching act in terms of its accompaniments or causes, the second method measured it in terms of its results.

A third method is illustrated by the procedure of a supervisor of practice teaching, also in former days, who required all lessons to be cast in the iron mold of a certain methodological scheme which it is unnecessary to name. The teacher's skill was then easily measured by direct comparison between a plan of a model lesson, on one side, and the teacher's actual presentation on the other side. This procedure furnished what might be called a direct measure of teaching skill. Not the results of the process, not some accompaniment or cause of the process, but rather the teaching act itself was subjected to scrutiny.

These three illustrations, although admittedly extreme cases from our modern supervisory viewpoint, will perhaps serve to represent the three main methods of measuring teaching skill; the measurement of accompaniments or causes of good teaching, the measurement of results of teaching, and the measurement of the teaching process itself.

The first method, that of measuring certain supposed accompaniments or causes of good teaching, has long been commonly used. Educational preparation as determined by college credits

and university degrees, familiarity with educational theory and practice as determined by oral and written examinations, evidences of what is called "professional interest and growth," and general personal appearance and manner; these are some of the characteristics which we associate with teaching skill.

Our so-called teacher-rating schemes and score cards for the measurement of teaching skill usually make an extended use of this method. Although score cards were used for rating teachers as early as 1896, very little attention was paid to the innovation until about 1910–20, when there appeared a flood of devices for this purpose. Let us examine two of these devices with the aim of finding what method or methods they follow in measuring teaching ability.

The Boyce score card, a pioneer in the field, has five main headings, as follows:

1. Personal Equipment.
2. Social and Professional Equipment.
3. School Management.
4. Technique of Teaching.
5. Results.

The first three items in this rating system are concerned with the causes or accompaniments of teaching skill, the fifth item is devoted to results, and the fourth item is given to the teaching process itself.[1]

H. O. Rugg, in Form A of his rating scale, classifies qualities related to teaching skill under five headings, as follows:

1. Skill in teaching.
2. Skill in the Mechanics of Managing a Class.
3. Teamwork Qualities.
4. Qualities of Growth and Keeping Up to Date.
5. Personal and Social Qualities.

Here we find three items concerned with the supposed accompaniments or causes of teaching skill, one item relating to the teaching act itself, and one item (the second) which is perhaps on the borderline between the two other classes.[2]

These lists of qualities are very similar to the old-fashioned lists which institute speakers used to give their audiences. The ideal teacher, they said, has good moral character, sound scholarship, magnetic personality, courtesy, neatness, and love for children. We admit today, as we have always admitted, that these virtues are attributes of the hypothetically perfect teacher. They are also characteristic of the perfect policeman and the ideal grocery clerk.

The rating schemes and score cards, however, have helped us somewhat to clear away the fog of generalities and emerge upon the plain of specific facts. Some kind of score card is needed to make our estimates of teaching skill more objective. We find them valuable, and yet we recognize that they have certain disadvantages which detract materially from their usefulness.

Some of us have had the experience of rating, by means of a score card, a teacher with whose work we were quite familiar, and we have suddenly found, to our dismay, that the total rating was altogther too low or too high. We felt we knew pretty well that this teacher was superior or inferior, as the case might be, and here we found an allegedly objective rating scheme reversing our judgment or at least modifying it in an astonishing manner. What is the proper procedure in a situation of this sort? Shall we say, "The score card is probably right," and resign ourselves to acknowledge a final judgment with which we disagree? Shall we turn back resolutely and alter the distribution of points until we secure the desired result? Or shall we perhaps toss the score card to one side and write *Excellent*, or *Good*, or *Fair* in a bold hand across our report blanks?

Whichever course we follow, we have a good chance of being right and also a pretty fair chance of being wrong. In other words, the margin of error in any teacher-rating device is very considerable. In the first place, it has not been demonstrated that certain characteristics which we commonly include in our rating lists are actually closely correlated with teaching skill.

In a study of 150 teachers who ranked each other for teaching ability, F. B. Knight found no significant correlations between age and teaching skill, between experience and skill, normal school study and skill, summer school study and skill, and intelligence and skill. He drew no conclusions, but raised the question of whether a median intelligence is not the optimum endowment for an elementary teacher. Too little intelligence and too much intelligence are apparently both handicaps to success in elementary teaching.[3]

Many other studies have been made within the last twenty years in attempting to determine the relationship between various of these rating "qualities" and actual skill in teaching. Yet actual skill in teaching, at the same time, was measured by estimates of the degree to which teachers measured up to these same qualities.

The whole system of rating, moreover, has recently been exposed to heavy fire. The fact that our estimates of a particular quality, such as "social efficiency," for example, are colored by our opinion of the whole individual, has been pointed out by many authorities and has been evident to anyone who was required to rate very many teachers.

It has also been noted that this so-called "halo," by which we make ratings for specific traits merely to defend a general estimate already made, increases with the length and extent of acquaintance. Professor Knight found that acquaintance of more than one year operated to make ratings more unreliable.

Let us now turn our attention toward the method of measuring teaching skill by measuring the results achieved. About 1920 a number of authorities began to suggest that teachers should be judged by the results of their instruction. Achievement tests had been developed, they said, to the point where the product of teaching could be measured objectively, and such a scheme of evaluation should take first place in all systems of rating teachers.

In 1925 Miss Crabbs used changes in the accomplishment quotient of children as a means of determining the efficiency of instruction. She compared the difference between final accomplishment and initial accomplishment with supervisor's estimates of the teachers' skill and concluded that teaching efficiency cannot be judged by supervisors accurately enough to be of any practical value.[4]

Miss Crabbs's ratios were, of course, based on subject ages and mental ages. The subject ages were derived from single achievement tests and the mental ages were based on group intelligence tests. We thus see that she introduced a large number of chances for error before she reached the end of her computations and determined teaching efficiency as based on results.

Other investigators have attacked the same problem. Thus Hill correlated class results in arithmetic, spelling, and penmanship with supervisor's ratings in the cities of Gary, Winnetka, and Detroit. He got correlations running all the way from .6 to .06. Half of his correlations were less than .2.

Hill reported that Winnetka based 75 per cent of the supervisors' ratings on class results, Gary 33⅓ per cent on class results, while Detroit paid no attention to class results in rating teachers. It is interesting to note in this connection that the correlations between supervisor's ratings and class results in Detroit ran from .19 to .08.[5]

Taylor of Oregon in a doctor's dissertation at Stanford last year presented evidence to show that the pupil's achievement is a relatively stable thing and doesn't vary enough in a semester or a year to show much effect of poor or good teaching.[6]

These investigations, briefly summarized, appear to warrant the following statement: Measurement of teaching skill by the indirect methods of measuring the causes or accompaniments of skill, or of measuring the results of skill, has not proved a reliable means of evaluating the efficiency of instruction.

We have left, then, the method of measuring the teaching

[1] Boyce, A. C. "Methods for Measuring Teachers' Efficiency," in *Fourteenth Yearbook of the National Society for the Study of Education*, Part II (1915).

[2] Rugg, H. O. *A Rating Scale for Judging Teachers in Service*. University of Chicago Press.

[3] Knight, F. B. *Qualities Related to Success in Teaching*. T. C. Cont. to Educ., No. 120, 1922.

[4] Crabbs, Lelah. *Measuring Efficiency in Supervision and Teaching*. T. C. Cont. to Educ., No. 175, 1925.

[5] Hill, C. H. *Efficiency Ratings of Teachers*, in Elem. Sch. Journal, 21:438–43, Feb., 1921.

[6] Taylor, H. R. *Relationship of Estimated Teaching Ability to Pupil Achievement*, Stanford University Library.

process itself. It may be objected that it is impossible to measure the teaching act directly, that we must always have recourse to some form of indirect measurement. Of course, in a certain sense all measurement is indirect, but it is generally agreed that methods which involve direct comparison, as of length with length and weight with weight, for example, are more direct than those employed in measurements of such things as time and temperature. The direct comparison of magnitudes of heat with standard units of heat is impracticable, due to the shifting nature of the phenomenon being studied. In measuring temperature, therefore, we read a record of change along a tube of expanding mercury, or perhaps even more indirectly along the beam of a path of light flashing from a mirror galvanometer attached to a thermocouple. In similar fashion we weigh gold leaf to determine its thickness and measure time by the regular revolution of a wheel or by the rhythmical oscillations of a pendulum.

Now it may be that the teaching act is like heat or time in this respect. On the other hand it is possible that the teaching act may be compared with a standard unit in the more direct method used in measuring distance or weight. We do not ordinarily compare a magnitude with standard unit in direct measurement without some multiplication or division of our standard. Thus in measuring a distance such as a mile, we apply a number of smaller units for purpose of comparison.

While I realize that it is dangerous to press an analogy, I believe it is possible to measure the teaching act in this direct manner by an application of a number of small, standard units which go together to make up the total of efficient teaching. Let me illustrate briefly the way in which this may perhaps be done.

Our first task is to analyze the total performance called teaching, and to determine its constituent elements. It is obviously a social situation. It calls first of all for the establishment of appropriate social relationships among the various members of the group involved. Our next step, therefore, is clear. We must determine what are desirable social relationships in a classroom situation. In other words, we look for a particular standard unit in this respect.

Now it also seems obvious that the only place to find this standard unit is in the performance of expert teachers. It may be objected that this would introduce again the unknown reliability of general estimates of teaching skill, but much of this questionable reliability could be obviated by studying relatively few expert teachers and selecting them with great care. There are usually one or more teachers in every school system whose outstanding efficiency will be testified to by their supervisors, their colleagues, their pupils, and the patrons of their school. If we look for our standard units of measurement in a group of teachers of this sort, we can be fairly sure that we are basing our measures on superior teaching.

Having secured this group, therefore, we observe the teaching act with the aim, first, of finding a standard of social relationship. We observe, for example, the specific means which the teacher uses to put pupils at ease, and then we note the way in which unsocial tendencies are modified. Is it not now possible to apply this standard to the work of any teacher? It certainly is worth trying

Yet this is the procedure which we have always tried to use in judging teaching ability from observation of the teacher at work. Our difficulty has arisen from the fact that enough work has not yet been done to determine the standard units accurately and in detail. The fisherman describes the length of his biggest fish by reference to a presumably equal distance between his outstretched arms. The modern mechanic describes length in exactly the same fashion except that he makes his comparison more accurate by referring his description to a standard which is more widely known and accepted in better faith than that of the fisherman.

The central problem in evaluating teaching, then, by the direct method, is to establish standard units. To do this we need careful analysis of admittedly expert teaching. This is a tremendous task. It is one which a single student could hope to attack only in some small detail. The work will best be done by supervisors in service. They have been doing it, of course, all the time, but they have not narrowed their attention to observe one phase of instruction with sufficient care. By working on this task a supervisor can introduce a new and fascinating element into his daily routine and at the same time make a most striking and valuable contribution to the science upon which his profession is founded.

A Seed Project

By FANNIE HITE SCOTT, *Calistoga Grammar School*

A STRONG RECOMMENDATION for this project is the linking up of nature study with geography, language, drawing, and history, and the wealth of material the children can secure for themselves.

We cared for our seeds in three ways. Those that could be threaded we strung in long chains. Some of these had to be softened in water for a short time. The very small seeds we put into boxes. To have all our boxes the same size we used the small match boxes the children brought from home. On the top of each box we pasted a blank label for the seed name.

We collected the larger seed pods, seed vessels, and heads of grains and grasses and mounted them upon a mount forty inches by thirty inches. (This was of very heavy pasteboard.) Care taken in arranging these on the mount will produce a fine display of colors and shapes.

Get your pods before they are ripe or they will open and twist out of shape. Use any kind of seed vessel. None so common but add to the charm of the collection.

On our mount we had pods of catalpa, black locust, sweet locust, magnolia cone, bottle tree pods, century plant (Agave), cone and needles of the soft shell pine nut, juniper berries, stalks of wheat, barley, oats, grasses of various kinds, pods of trumpet vine, branch of dates, redwood cones, money plant, balloon vine, chinkapin, cotton plant and boll, rice, wild radish, anise, onion, maple plume, branch of pecans, branch of Sequoia and cone, teasel, oak branch with acorns, etc.

We mounted our chains on the same sized board as the pods, fastening them at the top. To keep the chains in place we slipped rubber bands cut from an old tube over the mount, using four bands about eight inches apart. For our chains we used all kinds of melon seeds, pumpkin, sunflower, four-o'clocks, sweet peas, wistaria, magnolia, rose hips, peanuts, acorns, pepper, allspice, cloves, beans of all colors and kinds, corn of all colors, peas, castor beans in the hull and out, buckeye, gourd, Job's-tears, umbrella, thistle, artichoke, red and brown seeds from the Islands, etc. Don't miss the artichoke, thistle, gourd, and magnolia seeds. They are really beautiful.

Drawings, blue prints, or spatter prints can be made from many of the seed pods, or heads of grains and grasses. The blue print is fine but expensive for children to use. The spatter print when carefully done is almost as good. We made the spatter prints on cream or white drawing paper six inches by four and a half inches and mounted them on the same size mount as the pods and chains. Having the mounts the same size adds to the attractiveness of your display.

For those who are not familiar with making the spatter print the following directions may be of use: Have your boys make wooden frames nine by twelve inches and two inches high. Cover these on one side with window screen. Protect your desk or table with a newspaper. Put a piece of drawing paper in position on the desk. Place on it the pods or grasses or other subject you wish to print. Pin firmly in place. Over the subject place the screened frame. With a toothbrush dipped in a very little ink, brush quickly back and forth over the screen. This will cause fine spatters to fall upon the drawing paper and subject. You can lift the frame to see if you are getting the ink where you want it, but don't move the subject. When dark enough to suit, remove the screen, but do not touch print until dry or it will blot. Another thing, keep your fingers off the drawing paper as much as you can when tearing or arranging the subject upon it, as the moisture from the hand shows up after the print has been made. Flowers, ferns, grasses, and leaves printed in this way are very satisfactory. Pressing these for a while helps to keep them in place when being printed.

In our study of seeds we used the following outline, which may be helpful to others:

SEEDS AND USES

Decoration (by natives)—Chains, necklaces, head-dresses, dress ornaments, etc.

Foods—Man and animals. Early Indians (see Docas).

Grass seeds, acorns, nuts, corn.

Present-day Food—Wheat, barley, rye, oats, corn, rice, beans, peas, etc.

Oils—Coconut, cottonseed, anise, flax, mustard, castor, etc.

Beverages—Coffee, cocoa.

Spices and Flavorings—Pepper, mustard, nutmeg, mace, allspice, clove, cardamon, vanilla bean, caraway, anise, celery, dill.

Medicine—Capsicum, fennel, lobelia, quince, rape, wormseed junsen, castor bean, etc.

Obnoxious Seeds—Cocklebur, bur clover, tarweed, puncture weed, etc.

Distribution—By birds, water, animals, man, winds.

From Ghirardelli can be obtained twenty-five plates showing cocoa from the time of picking the beans to the chocolate making, and the history of the same. The spices, coconuts, and coffee carry you to foreign countries and you meet strange people of strange manners and customs. Spices link you with Columbus and his quest for India.

Our druggist, Mr. Johnston, gave us a collection of seeds used in medicine. He put them in small boxes the size of our match boxes and labeled them for us.

In the study of seeds is endless material for stories and language work. A paragraph written at a time may in the end be collected into an interesting story. Our stories we put into a binder which was displayed with our seeds in boxes and on our mounts. In our display we put the boxes of spices together, the food seeds together, etc.

My children got more genuine fun from this project than from any I have yet used, probably because it gave them an objective in their walks and hikes into the hills. We did not always succeed in naming our seeds, but that did not discourage us. As for myself, I find I am still craning my neck when traveling for a glimpse of new seeds.

THE COLUMBIA THEATER

The management of the Columbia Theater is offering a number of very attractive shows. These performances will have a special appeal to teachers and students. The preliminary announcement is unusual:

San Francisco is again to sit in judgment of Mary Dugan, who under the name of Mona Tree is to be tried for her life for the murder of her lover Mr. Rice, when the Columbia theater will bring back, for a return engagement, Veiller Bayard's greatest play, "The Trial of Mary Dugan."

Sunday, December 23, has been set as the opening date on which the follies girl will again take the stand in defense of her life. San Francisco theatergoers will recall the previous staging here of "The Trial of Mary Dugan" and the perfect furor it created during its run at the Columbia Theater. Hundreds were unable to secure seats at each performance.

Following "Mary Dugan" an especially interesting series of theatrical events is carded for the Columbia. It is the D'Oyly Carte Opera Company in its Gilbert and Sullivan revivals. This notable organization comes direct from London where, for many recent seasons, at the Savoy Theater, these productions under the D'Oyly banner have been achieving theatrical history.

The company's tour this year includes Canada and the United States, this being the initial tour of America. The repetoire includes "Iolanthe," "The Mikado," "Ruddigore," "Patience," "The Pirates of Penzance" and "Trial by Jury."

Broadway's comedy smash, "The Nineteenth Hole," with Frank Craven, is next on the list. This is another of Craven's own successful works now in its second season.

Pronounced interest doubtless will greet the announcement that Eugene O'Neill's "Strange Interlude" has a notable place on the Columbia calendar. Pauline Lord will be the star of a brilliant company provided by the New York Guild.

These fine attractions are produced by J. J. Gottlob and his associates, including Ralph Pincus who have for many years contributed to the pleasure and cultural values of California in affording theatrical entertainments of a distinctive value.

An Interesting Announcement

Announcing the return in December of Miss Estelle Reed to her San Francisco Studios from Europe, where she has been appearing with a group of her professional dancers for the past year. Miss Reed will resume her classes and start work on new productions.

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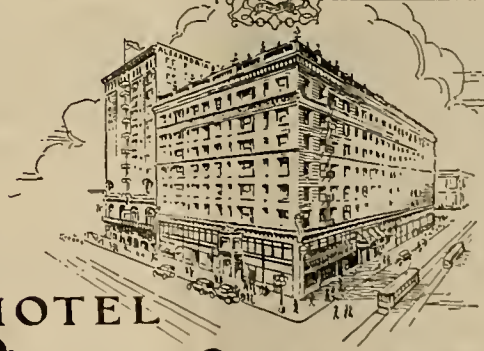

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NEWS AND COMMENTS

By HARR WAGNER

CHRISTMAS brings more happiness and thrills to the children of Christian civilization than any other festival. It also brings an orgy of buying, of eating, of bric-a-bracs, a total lack of birth control on doll babies, and some heartaches. Its greatest lesson is that the source of giving, love, is greater than the gift.

WE HOPE the New Year, 1929, will bring forth an educational leader as strong as Samson and maybe as blind, who will, with tremendous power, emphasize the fact that before the children enter the junior high school they must all have ability to write and speak the English language correctly, to read intelligently, to figure addition, subtraction, division, and multiplication accurately, and to have the *habit* of consulting dictionaries, atlasses, and encyclopedias for definite, factual material; and that that leader shall have an open mind for the experiments in our primary school that are developing common sense and judgment in pupils.

DOCTOR A. E. WINSHIP, editor of *The Journal of Education*, Boston, will be in San Francisco in December. He will be the guest of honor of the San Francisco Teachers Association, of which J. P. Nourse is president and Frances Mooney secretary. Mr. Winship, after the meeting in San Francisco, will go to the Hawaiian Islands and take part in the teachers' association there under the leadership of the well-known educator, Frank Howard, formerly of Bishop, Cal.

HONORABLE WILL C. WOOD, Bank Commissioner of California, will be one of the principal speakers for the Hawaiian Teachers Association in January, 1929.

DOCTOR A. E. WINSHIP says: "No school is any better than the school books in use." This is a broad statement, but there is much truth in it. The children who read McGuffey's Readers became character builders, hero worshipers, and ambition creators. They were the pioneer leaders of our splendid school system, civic righteousness, and economic prosperity. The books you buy and give to your children will have a far greater influence in the lives of the coming generation than we can estimate.

DEAN WILLIAM F. RUSSELL of Teachers College, Columbia University, New York, has issued his first annual report. The most striking paragraph in the report is that Franklin and Lincoln are the two types of men that spell opportunity to the students. Herbert Hoover and Alfred E. Smih are both types of the representative citizen. He pleads that the young men and women, without regard to wealth or ancestry, should be given an equal chance at the start. The teachers college, under the young dean, promises to hold its high place in the educational leadership of the nation.

SELDEN C. SMITH, Pacific Coast manager and one of the directors of Ginn & Co., publishers of school and college textbooks, has just returned from a meeting of the executives of the firm in Boston, Mass. Mr. Smith had the great honor of taking back with him to Dartmouth College, the institution from which he graduated in 1897, a check for $100,000. William Pierce Johnson, a graduate of Dartmouth, president of the Crown–Willamette Paper Company, who died a few years ago, left an unsigned note in which he expressed his appreciation of Dartmouth College and of President Hopkins and left a blank space to insert the amount that he intended to give the institution. The heirs found this note and Mrs. Johnson decided to give $100,000. Selden Smith was given the check. He carried it with him, and during the annual dinner he presented it as a surprise to President Hopkins, who was given the liberty to spend the money for the benefit of Dartmouth as he might see fit. United States Senator Moses and many other noted people were present on this occasion.

THE INDUSTRIAL AND APPLIED ART BOOKS, edited by Walter Scott Perry, Florence H. Fitch, Walter Sargeant, and Frederick C. Bonser, published by Mentzer–Bush & Co., were adopted recently by the State of Oregon for the next six years. W. M. Culp represented Mentzer–Bush & Co. and the Harr Wagner Publishing Company in this adoption.

Irene Wilde Is Poetess of Promise

READERS who pick up "Driftwood Fires" will not only read through the slender volume, but they will find themselves watching for succeeding poems of the promising young author, Irene Wilde. She displays quick flashes of insight, appealing whimsy, and sometimes rises to genius, Here is the beginning of her "Main Street, Los Angeles":

Money to loan and diamonds, kits and khaki and coons;
Chaps, sombreros, bandanas and toreador pantaloons.
Moccasined Indian and Hindu, Dago and Cholo and Jap;
Milling and mixing and melting as nowhere else on the map.

The problem confronting humanity in the machine age is presented in a short effective poem, "The Soliloquy of Go–Stop the Mighty." To quote a few lines of it:

I am Go–Stop the Mighty!
I have supplanted man;
I have triumphed;
Because my hands are tireless
My brain does not sleep,
I make no mistakes.
I am Go–Stop the Mighty!
I am a machine.
Man has tried to make me human—
Shall I make man a machine?

"Driftwood Fires" is divided into nine poems under "The Flame," nineteen under "Embers," six under "Ashes." It is illustrated by The Russels and printed by the Harr Wagner Publishing Company of San Francisco. The price is $1.25.—*From San Francisco Examiner.*

THE CALIFORNIA SCHOOL OF FINE ARTS, under the direction of Lee Randolph, is one of the leading art schools of the nation. It surpasses all other schools in its artistic environment. The new building, with a view unsurpassed of the San Francisco Bay, Mount Tamalpais, etc., inspires art lovers. The California Art Teachers Association recently met in this building, Jones and Chestnut Streets, San Francisco.

The following were elected as officers for the new school year: President, O. Howard Caya, University High School, Oakland; vice president, Donna Davis, Junior College, San Mateo; secretary-treasurer, Evelyn U. Barber, Francisco Junior High School, San Francisco; councilors: N. Clara R. S. Waters, Santa Rosa, Marin Junior College; and Rudolph Schaefer, director Rhythme Chromatic School of Design, San Francisco.

The *California Quarterly of Secondary Education*, edited by Horace Rebok, for October, 1928, is a very valuable issue. The articles on the junior college are the most comprehensive treatment ever given the subject. No other journal or publication has ever given such an adequate consideration as in the contributions of Lester B. Rogers, Ernest Carroll Moore, Baldwin M. Woods, W. W. Kemp, William John Cooper, Walter Crosley Ellis, and others. The *California Quarterly* is published by the California Society of Secondary Education, 2163 Center Street, Berkeley, Cal.

Edgar G. Hellweg, manager of the educational department of Doubleday, Doran & Co., Garden City, New York, was a recent visitor to California. He contemplates placing a resident representative in California to promote the school and college textbooks of this publishing house. Mr. Hellweg is the progressive type of business man and has made a great success of the educational department of Doubleday, Doran & Co.

STRATFORD-UPON-AVON FESTIVAL

Monday evening, December 17, will be a notable occasion in the theatrical history of San Francisco inasmuch as it brings, at the Geary Theater, the first appearance here of that famous dramatic organization, The Stratford-upon-Avon Festival Company, which appears regularly every summer at the Shakespeare Memorial Theater. The tour of Canada and the United States, to last six months, is for the double purpose of revealing to audiences on this side of the water the great beauty and interest of the Shakespeare plays when acted in the manner that the author intended, and also to aid in raising funds for the rebuilding of the Shakespeare Memorial, which was destroyed by fire two years ago. That institution possesses a royal charter and is under the patronage of His Majesty the King. The company is under the direct auspices of the board of governors of the Shakespeare Memorial, and the chairman of that body, Archibald Flower, is with the organization. W. Bridges Adams, who for ten years has been the director at the Memorial Theater, is also with the company and will personally supervise all the performances. The tour is under the management of F. Ray Comstock and Morris Gest, who have brought many splendid European productions, including The Miracle, to America.

Shakespeare festivals were held intermittently at Stratford-upon-Avon, from 1769, when the performances were directed by David Garrick, up to 1874, when Charles E. Flower gave a plot of ground and a large sum of money toward the erection of a Memorial Theater in Shakespeare's birthplace. Two years later the splendid building was completed, and in the spring of every year regular performances of Shakespeare's plays were given by companies under the direction of Sir Frank Benson, Ben Greet, and other noted actor–managers. Since Mr. Bridges Adams took charge, the company has been more permanent in character than in its earlier days. At the Memorial Theater the players are in an atmosphere conducive to the development of their best talents and they have access to one of the finest collections of Shakespeareana in the world. Fortunately this collection was not destroyed in the fire, but the burning of the theater proper made it necessary for the company to give its performances, for two seasons past, in a cinema theater in Stratford-upon-Avon. The company comes to America in its entirety and the complete equipment of scenery and costumes used at Stratford-upon-Avon will be seen in the presentations here.

The Stratford-upon-Avon Festival Company includes in its membership many players who have won distinction on the London stage, but they regard their selection to play at Stratford-upon-Avon as the most notable achievement of their careers. To play Shakespearean rôles in the town of Shakespeare's birth, with the sources of all Shakespearean tradition and inspiration easily accessible, before audiences that include the great Shakespearean scholars of the world—this, truly, is an experience that every actor must esteem a great honor and privilege. The roster of the organization includes George Hayes, Dorothy Massingham, Wilfrid Walter, Eric Maxon, Roy Byford, Oliver Crombie, Mary Holder, Kenneth Wicksteed, Joyce Bland, Gordon Bailey, Arthur Chisholm, C. Rivers Gadsby, Ernest Hare, Eric Lee, Laurier Lister, John Macfarlane, Edward Wilkinson, Goeffrey Wilkinson, F. Owen Chambers, Georgina Wynter, Miriam Adams, Maud Garth, and Margaret Gaskin.

The plays to be given will be announced in the newspapers. The repertoire includes "The Taming of the Shrew," "Hamlet," "Richard III," "King Henry IV," Part I, "Julius Caesar," "The Merry Wives of Windsor," and "A Midsummer Night's Dream." The Company carries four baggage cars of scenery and is probably the largest theatrical company ever to tour America.

LONDON TIMES PRAISES "A MAN UNAFRAID"

*A Man Unafraid: The Story of John Charles Frémont. *By Herbert Bashford and Harr Wagner.*

The "Publisher's Foreword" to Mr. Bashford's life of Frémont tells the reader that the credit for the authorship must be divided in a way not usually specified on a title page, but in practice not at all uncommon. Mr. Harr Wagner decided that the book ought to be written, and provided for the publication; but "the actual work and literary style is due entirely" to Mr. Bashford. All will cheerfully agree with Mr. Harr Wagner that a life of this explorer of California deserves to be written. He did much. He left authentic records. The testimony of competent witnesses is not lacking; and as he died in 1890, there must be some alive who knew him. It would be wrong not to add that the volume is produced in a form which does credit to the press of California, that the illustrations are not fancy sketches but portraits or pictures of places, and that if a map or two had been added there would be no deficiency to note.

Mr. Bashford has been well advised to cut the political side of Frémont's life down severely. It was quite unnecessary to do more than just mention the fact that he was subjected to an amount of abuse which was entirely discreditable to those who poured it out. As he was by birth, and on his mother's side by family connection, a South Carolinian and yet was an enemy of slavery and an abolitionist, nothing was more natural than that he should have been bespattered by proslavery invective when he was so ill advised as to stand for President in 1854. Mr. Bashford is of opinion that if he had been elected the War of Secession would have been antedated by four years. Success would have been a misfortune for him, and for the United States also.

It was not as a statesman nor as a man of business nor yet as a regular soldier that he was qualified to do good work. His place was in the long series of bold explorers who opened the Great West. And then it was most appropriate that he was on his father's side a Frenchman. He looked back to Iberville and the other brave men of France. And not by race only. There was in him a dash of the Coureurs de Bois and much of the highest type of explorer. We do not belittle him when we note that, like the French discoverers who went before him, he was not designed by nature to run in a curricle. As chief of a handful of intrepid adventurers who roamed over prairies and across mountain chains, he was admirable, but it is obvious that he did not fit well into an organization civic or military. The valuable feats he did are detailed here as much as possible in his own words, or in summaries of them. Thanks to Mr. Bashford's judicious selections, we become quite familiar with the alert and wiry hero of the story, and even the piercing blue eyes which all who describe him note particularly, his undaunted courage, his nerve, his humanity, and with him a whole stirring world of adventurous spirts, French, German, Indian, American, including his brave wife and the Spaniards of California.

* Published by the Harr Wagner Publishing Company, 609 Mission Street, San Francisco, Cal. 415 pages, size 6½ x 9½; 22 illustrations. Price $5. De luxe edition, autographed, $10. Order from publisher, or Baker & Taylor, New York; A. C. McClurg & Co., Chicago, or through your local bookstore.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL

County Library Organizer, California State Library

Travel Notes of the State Library Visitor

THE FOLLOWING ARTICLE was written by Edith Gantt, library visitor for the State Library:

When librarians speak of the California County Free Library System they are rarely understood, outside of the state at least. Many of the states now have county libraries, but none of them have a country library system. Here the State Library is the heart of the system, always in the closest touch with the county libraries and always ready to render aid in the matter of books, advice when desired, and through its union catalog making possible the great intercounty loans in addition to those of the State Library. The plan of service was devised and put into operation by Mr. Gillis, a happily gifted executive, who made the relationship between the State Library and the county librarian a personal one. The astonishing growth of the system is probably due, at least in part, to the strong sense of loyalty of this group of people. They worked together closely and shared experiences and discoveries. The librarians visit the State Library when possible and the state librarian visits their libraries or sends out a representative. The state library visitor finds her work a joy in the cordial, friendly group of California librarians, for all libraries in the state share the resources of the State Library and are closely united through this and their State Library Association.

One of the great charms of this state is its infinite diversity, from sea to mountains, rich orchards to desert and semitropical climate to temperate with snows. You can start in any direction from Sacramento and make your choice of scenery and, within reason, of climate. The only thing that saves you in such a pleasant dilemma is that your work usually makes the necessary choice for you. You enjoy thoroughly the daylight trip down the Coast from San Francisco, without a single worrying moment as to whether or not some other choice might have been a still happier one. You go through many alluring places until the schedule calls for a stop at San Luis Obispo, where Miss Lilian Sabin is the county librarian. The county free library headquarters is in an office building across from the courthouse, and from here the schools and branch libraries are served. The highways are good and people come into San Luis Obispo frequently, so the teachers and custodians make many visits to headquarters. It is necessary for a county librarian to keep in close touch with her custodians for the most efficient work, and it is splendid when the custodians can come in. They see the larger collection, and knowing their public they can usually select things that different readers would enjoy. This county with its hills and valleys, its old mission, and especially its Morro Bay, has its own charm. We hear that the artists have discovered Morro Bay, for added to the beauty of the bay are the haunting tales of a ghost who rides at night to Morro Rock, so we are told. Alas, a visitor cannot wait to prove the tale. Surely no one would wish to disprove it.

Further along this magic Coast is Santa Barbara, where Mrs. Frances B. Linn presides over the library. Santa Barbara Public Library, which is open to the people of the county, is one of those rare places with a distinctive atmosphere. It is beautiful viewed from any angle, with a restful spaciousness impressing one as she enters. The Spainsh feeling is there in balcony and patio reading-room, as it should be in Santa Barbara, and it is to be hoped that the idea of floor lamp lighting fixtures will spread abroad, for this library not only has great beauty, but it was built with the idea of comfort of both public and staff in mind. Perhaps a woman librarian collaborating with the architect is the answer to that. Every workroom, every part of the library has good light and ventilation. In fact, everything seems to have been included, even to plenty of closet space for supplies, and a staff-room, where, without disrupting the library service to the public, tea can be served to a thoroughly enchanted visitor. A good deal of work is carried on in this library most efficiently. Branch libraries and schools are served all over the county, for here the county contracts with the city library for library service. A children's branch library was visited, the little ship library, a gift which also carries with it a special fund for the children's lovely books. Two beautiful little ships are part of the furnishings and come to no harm at the hands of the children, even the delicate rigging.

The new Santa Barbara State Teachers College Library was also visited, where the students have the choice of looking up unto the hills from the library windows or down on the exquisite scene of sea and harbor. When one first reads of the Old World colleges, libraries are mentioned, but in America they are not always given proportionate attention. Here the room is beautiful and no one could ask for more wonderful scenery from the windows, but the library is already crowded for reference shelf room. A very splendid gift was made this college library in the shape of a collection of Lincolniana which the donor is still collecting. This is very fittingly housed in a separate room, where it can be properly cared for because of its value.

Still farther along this Coast is Ventura County, rather reversing the padres' trail of mission to mission. Still, they must have gone back and forth a good deal at that. Miss Elizabeth Topping, the county librarian, is energy personified. At 7 o'clock Professional Women's Club breakfast, driving a car all day visiting schools and branch libraries, gradually reducing the big pile of packages of books in the back of the car, and finishing up with a dinner party is nothing to her. Her car travels a thousand miles a month on county library work, so naturally her county is marvelously organized and she knows everybody and their needs, apparently. Practically the whole staff can and does drive the car on library business. All are given responsibility, and how well they carry it.

A very delightful though brief visit was made to the Ojai Valley School, where Mr. and Mrs. Thorne Thomsen and their staff of teachers are making a most interesting experiment in progressive education. Even the kindergarteners share in everything apparently. We saw two tiny little girls using a real saw and hammer in making a doll's chair of most substantial boards. From that they go on to beautiful ships, etc., in the upper grades. It was a busy, happy place.

The Ojai Branch Library is in the beautiful Thatcher Memorial Building. This is a most charming little Spanish library and is furnished appropriately from tiled linoleum floor to fireplace and floor lamps. We stopped at many schools and branch libraries from Ven-

tura to Ojai and back by way of Fillmore, Nordhoff Union School and Union High School, Ojai School, Moorpark, Fillmore Union School and Fillmore Branch Library, where the trail of the St. Francis Dam disaster is still evident. A county librarian like Miss Topping keeps in as close touch with her custodians over the county as the average head of a city system or more so, and of course the work done shows in the results, which are most worth while.

Inyo with its towering mountains and its sunny desert surely needs nothing to enhance its value in the eyes of one who sees it for the first time. But let that person first view the country in the company of an artist who can express what he sees in words as well as in oils and even a lack of breakfast cannot dim the gloriousness of the morning.

Lone Pine with its allure for the artists on canvas and film is a good starting point with Mount Whitney dominating the scene bathed in ever-shifting lights of blue, purple, rose, and gold. As one goes north by car with the Inyo Range on one's right and the great Sierras on the left, with the yellowing rabbit bush of the desert behind and again the apple orchards of Manzanar before, the beauty is awe-inspiring. Toward Lone Pine and Bishop the gold and bronze of files of poplar trees against the mountains is simply exquisite.

It is small wonder that the people surprise you with their buildings—their very fine courthouse, where Miss Anne Margrave has her headquarters of the Inyo County Free Library, and the beautiful school at Lone Pine which houses both grammar school and high school. It seems especially wonderful for the children to have a school in such a remote place with a beautifully equipped kindergarten, a separate music room, and cement tennis courts. Bishop, through consolidation, also has a big school. In every community in Inyo County is a branch of the county free library, making available the world of books to these people all through life. In Lone Pine the supervisors are erecting a building, one-half of which is to be used by the branch library. In California the library service came first and the buildings are now being erected. They are fully justified, for the libraries have made for themselves a very definite place in the lives of the people. The present branch libraries at both Lone Pine and Bishop are overcrowded and are doing such splendid work with both children and adults. Inyo County also looks after creature comforts so well with its splendid hotels at Independence and Bishop that one longs to return. For those to whom such comfort is simply an accessory, the signs "Pack trains supplied for campers, hunters, and fishermen" would be sufficient enticement for a journey.

From Inyo to Kern is a logical route except when worked out by railroad time table. It is more than just leaving the mountains in the distance when you go into Bakersfield. The little towns of Inyo give way to the city and much larger centers throughout Kern. You are going from a county of about seven thousand people to one of somewhere around fifty-five thousand. Yet the county free library system is so flexible that it fits them equally well.

Kern County Free Library, with its added resources, allows Mrs. Julia G. Babcock, the librarian, to carry on things in a much larger way and so adequately serve the people of the whole county through the many branches of her library. Supported by a keen, alert board of supervisors, Mrs. Babcock has been able to take efficient action in the next step necessary to the fullest development of the California County Free Library plan, that of proper housing facilities for the branch libraries. It is generally recognized that a business of any kind can operate with greater effectiveness if it is in quarters definitely planned and built with its needs in view. The county libraries have developed a marvelous service throughout this state, often in spite of the quarters for both headquarters and branches. Kern is the first county to have a definite county free library building program. Eight branch libraries have been built out of county library funds budgeted for this purpose. All but the portable at Oil Center are fireproof structures and range in cost from $6,000 to $11,000.

The four branch libraries visited this fall are delightful: McFarland, Delano, Wasco and Shafter. They are all of different design and most attractive. Probably Delano with the two ends dropped a little, to give the effect of being rooms apart, with the general reading-room at one end and the children's room at the other, has the most distinctive charm. In all of these branches, as well as Delano, the people of the community have a place, distinctly their own, beautifully equipped, quiet and restful, where they may leave the modern, restless, rushing world outside for a few hours or even moments and really find recreation, even though their neighbor's reading be in the nature of work. A nice point for research work in psychology would be the part the quiet and calm of the library play in the lives of the readers as an antidote in this rather over-speeded world of ours. Formerly the attractive buildings were found only in the cities, but now through the county libraries, especially, the smaller centers are coming into their own. In this, Kern County leads.

From Kern County to her near-by neighbor, Kings County, is a short journey especially when the librarian, Miss Marion L. Gregory, meets one at Goshen Junction. Here the mountains have receded still farther and the country is different, but the county free library is as ever most efficient. Kings, too, is a progressive county with three county owned buildings, the little remodeled church at Hardwick which makes a very attractive little branch library, the Grangeville branch, built on the school property and made to harmonize with the very fine school there, with a tiled roof and attractive planting about the building, and Stratford branch which is on the Square if not the Avon. Armona branch and Lemoore branch, with a very substantial circulation of sixteen thousand books a year, were also visited. At all of these branch libraries, in the various counties visited, were found excellent collections of books, adult and juvenile, fiction and nonfiction.

The rural reader really has some advantage over the city reader today, greater leisure and less competition with no limit to the books available through his county library, the State Library, and other county libraries, through interloan. The county libraries are doing their part well in helping people to solve the problem of that additional leisure time which came in with the common use of labor-saving machinery. Before there was a great outcry about adult education over the country, the libraries were quietly doing a good deal of work in this field. The popularizing of the idea of adult education has more than proved the worth of the California County Free Library plan by which books can be made available to anyone and everyone, both near and far. Regardless of what else this idea needs for consummation, books are a primary necessity.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—EDITOR.]

THE State Superintendent of Public Instruction for the State of Oregon and ten County Superintendents of schools were in San Joaquin County, California, recently to inspect the demonstration schools at Woods and at Escalon. Considerable interest has been manifested in the two schools by educators from all over the country, and San Joaquin County, first to establish them, has attracted considerable notice as a result of their operation. Under the direction of County Superintendent Harry W. Bessac and Supervisor of Rural Schools Edna Orr James, the party inspected the Escalon School, lunched at the school cafeteria, and then inspected the Woods School. The State Teachers College assigned eleven cadet teachers to the two schools.

A NEW ADDITION to the music department building costing $13,500, and approximately 83 by 89 feet, was started recently at the Compton Union High School, Compton, Cal.

CENSORSHIP of the reading matter of Oakland school children by officials of the public school system and the library is being planned by a joint committee, it is indicated in a recent report to the Board of Education. Progress in the matter of dealing with undesirable magazines and books, according to John B. Kaiser, Oakland public librarian, is being made. Committees have been organized as news stand representatives, lists of acceptable books have been distributed and cooperation of circulating libraries asked.

THE NEW $400,000 high school at San Luis Obispo, Cal., was recently dedicated with appropriate ceremonies.

E. V. CAIN, District Superintendent of the Gridley, Cal., schools, has been appointed chairman of the elementary school section of the Teachers Association in preparation of a program for the teachers' institute which is to be held soon.

A NEW PRIMARY BUILDING to replace an old school in Pittsburg, Cal., will soon be built at a cost of about $100,000, it is reported.

A TEACHERS' GATHERING was held in Jackson, Amador County, Cal., recently when the County Superintendent of Schools, Sabra R. Greenhalgh, summoned a meeting and presided. Mrs. Sudley, librarian, was one of the speakers and H. B. White, director of individual learning for the county, conferred with the teachers.

H. RODE, principal of the high school, Etna, Cal., has been appointed assistant rural school supervisor of Siskiyou County, Cal., by County Superintendent L. S. Newton.

A NEW EDUCATIONAL BODY to be known as the Monterey County School Trustees Association has been formed in Monterey, Cal. The principal aim of the organization, according to County Superintendent James G. Force, will be the advancement of educational interests in the public schools of the county and to afford an opportunity for investigation and interchange of opinion upon subjects of special interest to trustees.

CHARLES L. JOHNS, Superintendent of Schools, Huntington Park, Cal., has announced that more land will be purchased and a new school building built in the near future.

GROUND HAS BEEN BROKEN for the new manual arts school building in San Luis Obispo, Cal. Cost of the building will approximate $15,000, it is said.

RESIDENTS of Arroyo Grande, San Luis Obispo County, California, have voted a fund of $45,000 for a new elementary school. Work is to begin in the near future. Don Nugent is Superintendent of Schools.

THOMAS GORDON LONG, principal of the Greenfield, Cal., grammar school, passed away recently.

THE CORNER STONE of the new East Oakland, Cal., high school was laid this month. An effort will be made to have the building completed by the opening of school in August, 1929. This will be the last building to be erected from the fund of $9,600,000 which was voted in 1924. The new building will accommodate fifteen hundred pupils and will cost approximately $540,000. Equipment is set at the cost of about $70,000 additional.

THE NEW ELM STREET SCHOOL in Watsonville, Cal., which has been erected at a cost of $25,000, is now in use.

A VERY COMPLETE PAMPHLET called "The Chino High Schools" has been issued by the Chino, Cal., school department, and edited by Superintendent B. McCall Aldrich. Announcement of courses for 1929 is made, together with announcement of faculty, finances, and other school concerns.

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ABOUT BOOKS

The School-Centered Child, by Harold Rugg and Ann Shumaker: Here is an interesting volume that will furnish much help to teachers both in actual curriculum needs and in inspirational values. Its practical viewpoint will be helpful to students studying to be teachers, as well as to those at work in the schoolroom. (World Book Company, Yonkers-on-Hudson, New York. Price $2.40.)

The Psychology of the Adolescent, by Leta S. Hollingworth: This is a discussion of the problems of the adolescent child. It is urged that parents and teachers become familiar with the principles involved while children are very young, rather than wait until they are about fifteen years of age. This material will solve problems that confront adults who are in charge of growing children of both sexes. (D. Appleton & Co., 35 West Thirty-Second Street, New York.)

The Problem Child at Home, a study in Parent–Child relationship by Mary Buell Sayles: The book is based upon a study of some two hundred case records of children treated at clinics established in recent years in six of the larger American cities under the auspices of the Commonwealth Fund's program for the development of child guidance clinics and visiting teacher service. (Commonwealth Fund Division of Publications, 578 Madison Avenue, New York. Price $1.50.)

Francois Villon, a documented survey by D. B. Wyndham Lewis, with preface by Hilaire Belloc: Here is a real book by a brilliant writer. He lived four years at St. Germain on the outskirts of Paris, working on this biography of Villon. He has given to young writers a book of source material for a new type of hero. Villon has been the source material for the leading character in many exciting novels. His poetry, vagabond adventures, the favorite and sport of kings, a drunkard with Bohemian proclivities, with devoted friends in spite of his unconventional life, gives him a romantic interest. Villon will always live in song and story, for it is so easy for the modern writer to exaggerate the truth about him and to be really benevolent about his faults. Belloc in his preface says: "Now apart from all this, Villon is also the ending of the Middle Ages. The verse is the living voice of a man speaking right out of fifteenth-century Paris, as though you heard him at your elbow. But were I to follow up the fascination of the historical, of the picture from the past, I should make this preface much too long—with kennels and gables, spires, black icy water, Paris under a snowy winter of Louis XI." (Coward, McCann Company, Inc., 425 Fourth Avenue, New York; Edwin V. Mitchell, Inc., New Haven, Conn.)

Visual Instruction in the Public Schools, by Anna Verona Dorris, head of the department of visual education and geography in the State Teachers College, San Francisco: This new book of nearly five hundred pages has a special claim for existence along the following lines. "To guide the teacher so that she may use visual materials of all sorts with proper economy and with the best possible results is the purpose of 'Visual Instruction in the Public Schools.' The work of a well-known specialist in visual instruction, it offers up-to-date information on teaching technique, materials, and apparatus. For the classroom teacher it provides type lessons which show how the teaching of the various subjects of the curriculum may be enriched by visual aids. For the school official it provides practical help in administrative problems." Mrs. Dorris has been an instructor in visual education in the University of California and President of the Department of Visual Education of the N. E. A. for two years. In this book she has made a permanent and most valuable contribution to visual education. (Ginn & Co., 45 Second Street, San Francisco. Price $2.64.)

Corrective Exercises in English, by K. M. Monroe and S. A. Taintor: This book offers guidance and exercises to help eradicate errors in everyday speech. (Globe Book Company, 175 Fifth Avenue, New York. Price 75 cents.)

My Seventy Years in California, by J. A. Graves, president of the Farmers and Merchants Bank: This is a large book of nearly five hundred pages, printed and bound in a very creditable style. Mr. Graves belongs to the real pioneers—1857 to 1927. He began his experiences in California in Marysville in 1857, and relates in detail his life about Marysville; then in San Mateo County; education and practice of law in San Francisco; then his removal to Los Angeles in 1875, and his experience there as a lawyer, banker, and citizen. He gives credit to his mother and wife for the development of his character, and to being on the job and not to luck, for his success in acquiring a fortune. The book is of unusual interest—the truthful recital of an ordinary man of extraordinary success—commonplace perhaps, but worth more to the ordinary young man than all the blare of trumpets of the extraordinary skyrocketing successful men of the day. Mr. Graves deserves credit for leaving to his posterity a book that will last longer than a marble monument and will give his posterity greater joy than a dozen monuments, because it is the story of a man—a human document. (Times-Mirror Publishing Company, Los Angeles, Cal.)

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THE WESTERN JOURNAL of EDUCATION

JANUARY, 1929

FRANK A. BOUELLE
Newly Elected Superintendent of Los Angeles, Cal., City Schools
(See article on page 6)

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BROADCASTING LINCOLN AND WASHINGTON PROGRAMS

By RUTH THOMPSON (*Aunt Betty of KGO*)

THIS IS A LINCOLN DAY PROJECT that is both simple and informational. Children may themselves make the materials needed. They must do a certain amount of research work to make the program complete. They must bring "listening in" experiences to the class in order to have the program correct in detail. They should gain facts, not only concerning Abraham Lincoln, but concerning radio, one of the most vital and progressive industries of the day, and they should learn how to speak on the radio.

Program.—The program is planned for a "pretend" radio studio. It is to consist of facts and patriotic selections relating to the life and work of Lincoln. It should be about one hour in length. However, if there are more children or fewer children than are provided for here, the program may be expanded or shortened to conform to requirements. Material may be deleted or more songs, poetry, stories, and facts may be included.

Procedure.—If possible the story of "A Visit to a Radio Studio," published in The Modern School Reader, Book IV (Thompson and Wilson) should be carefully read so that facts concerning a high-class and large radio studio may be learned. Now the studio must be planned for the schoolroom. The walls should be hung with curtains, floor to ceiling; behind these curtains in a real studio sound-proof mats are placed. Hence, the curtains. If it is possible for some child to bring draperies for use on the occasion, or if some cheap material can be used, with the exception of cutting out light from all of the windows, then the walls may be hung with the drapes so that the effect of the "pretend" studio will appear authentic. Floors in a radio studio are heavily carpeted. There must be no sound, no echo, in a studio, for the same microphone that carries the voice of the broadcaster carries every other sound. To get the effect of a carpeted floor the children could use burlap sacks or they could color sheets of wrapping paper in patterns and paste together as if it were a carpet and spread on floor. This wrapping-paper idea could also be used for the draperies if desired.

To make a microphone for this schoolroom studio, take a baking-powder can. Remove the cover. Place a screen over the mouth. Place this can on a tripod or a stand of some kind; set it up so that it will be an average good height for the children who will be broadcasting. The baking-powder tin should be fastened to the stand, or tripod, lengthwise so that the person talking into it will throw his voice through the open, screened end. Have button or pretend switch. An old electric cord or rope may make this still more realistic. Connect the cord to the microphone and run it under one of the curtains as if it were really connected with a control-room.

If there is a piano or musical instrument, place across the corner of the room. The microphone may be placed facing the musical instrument about four feet away when it is in use. Otherwise the microphone may be near the center of the room.

When the child who is to speak does his part, he should face the microphone, standing two or three feet from the instrument. When a chorus is to sing, the children should be grouped about five or six feet from the instrument. If one is to step out of the chorus for a special part, he steps nearer the microphone than the chorus.

The boy who is the announcer, when announcing, must step forward to the instrument and speak naturally, just as announcers do whom he has heard on the air. The announcer is supposed to make announcement of his station every twenty minutes, so the programs must be thus arranged for the interruption. A unit arrangement of work is the answer to this.

When taking part on a radio program one is allowed his papers, music, or other materials. Paper must never be rattled before the microphone. There must be no talking, whispering, sighing, coughing, or other sounds in the studio.

Voices and Speaking.—There must be no dramatic speaking on the radio. Voices must be well-modulated and clear. Words must not be spoken too fast, and tones must be perfectly natural. Certain tones do not go over the air; others mingle and mix and are garbled. One must be careful of the "s" with its inevitable hiss. Noise effects worked in must be at varying distances from the microphone, dependant upon the volume of sound released.

Talent included in this program, which can be adjusted to needs:

The Announcer—Boy with firm, clear voice.
Chorus to sing "America."
Pupil who reads story of life of Lincoln.
Pupil tells of Gettysburg address and reads it.
Chorus sings three songs of Civil War times.
Pupil reads poem "Lincoln," written by Guy Winfrey.
Pupil tells humorous incidents of life of Lincoln.
Pupil recites some of Lincoln's epigrams.
Pupils quote from poems of Lincoln.
Chorus, "O Chaptain! My Captain!"
Any extra talent available, such as someone to play the piano, harmonica, or sing, whistle, or otherwise entertain.

Visitors.—As visitors who understand rules are allowed in the studios, so visitors may be allowed to be in this studio and enjoy the program. In some studios a glass partition separates the broadcasting room from the sitting-room. In this case a radio is in the room and the program carries through. If this is desirable or practical, the children may place a radio horn they have made in a portion of the room which they have screened off, and so have the visitors present enjoy the program in another room.

THE LINCOLN DAY PROGRAM

ANNOUNCER *(steps in front of microphone and turns switch which opens the program):* Station FUN, *(insert correct name of school and town)* Midland School, Midland, California. You will now be entertained by the girls and boys of the fifth grade, who will present a patriotic program in observance of Abraham Lincoln's birthday. The program will open with a selection, "America," sung by the school chorus and accompanied by Mary Jones at the piano.

(Announcer steps into the background. He has the entire program on a paper which he holds and refers to when necessary. Chorus steps in front of microphone, about five feet away. Mary Jones is seated at the piano.)

[*"America" is sung.*]

ANNOUNCER *(steps before microphone as chorus quietly steps in background again):* Hilda Brown will now tell you the story of Abraham Lincoln's life and work.

[*Story of Lincoln.*]

ANNOUNCER *(each time steps in front of "mike" as the performer steps into background and next performer stands ready):* Jack Donald is now going to tell the story of, and recite, the Gettysburg Address.

[*Story and Gettysburg Address.*]

ANNOUNCER: No program concerning the life and work of Abraham Lincoln is complete without some of

the good old songs of the Civil War being sung. The chorus, accompanied by Mary Jones at the piano, will now present three numbers, "We're Tenting Tonight," "Marching Through Georgia," and "The Blue and the Gray." *(Or any other songs the class may choose to sing.)*

[*Singing of Songs.*]

(A novel effect here would be to have a boy in the background with a drum softly beating, and other children making the sounds of marching feet by tapping on books in unison, because the studio floor being carpeted prevents footsteps from being heard.)

ANNOUNCER: Station FUN, Midland School, Midland, California. You are listening to a Lincoln Day program being broadcast by the girls and boys of Miss ———'s fifth grade. Harry Waters will recite the poem, "Lincoln," written by Guy Winfrey, Napa, California.

BOY (*recites*):

LINCOLN

By GUY WINFREY

Uncouth, ungainly, homeliest of men—
Who, looking in his eyes, saw aught but soul?
Though moving stern, unswerving to his goal,
Who clasped his hand and found him aught but friend?
His simple, kindly heart sore grieved for all—
The gallant lad in gray; brave youth in blue,
Each fighting for the thing that each deemed true—
Each answering nobly to his conscience' call.

"With malice toward none; with charity for all,"
The Southland lost its best friend when he fell!
Now North and South alike, to where he lies
Make pilgrimage; he holds all hearts in thrall,
For North and South are one, and all is well.
God send his like again should need arise!

ANNOUNCER: Abraham Lincoln's sense of humor is well known, and many amusing incidents are told from year to year. Jim Bennett will now tell some of the stories that have come down to us from Lincoln's time.

JIM BENNETT: One day Lincoln was with a group of friends who were foolishly discussing how long a man's legs should be. They turned to Lincoln when argument had reached its height, and asked for his opinion. "Well," said Lincoln, "That's a matter that I've never given any thought to, so, of course, I may be mistaken. But my first impression is that a man's legs ought to be long enough to reach from his body to the ground." *(Pause.)*

Once, when Lincoln was a lawyer, it fell to his lot to defend a man who had been charged with assault and battery. Lincoln won his case by telling a dog story, after the testimony had proved that the plaintiff, although getting the worst of it in the end, had really started the fight. "But your client could have protected himself without half killing mine," declared the lawyer who was opposing Lincoln.

"Well, that reminds me of a story," said Lincoln. "A man who was attacked by a farmer's vicious dog killed the brute with a pitchfork.

" 'Why did you kill my dog?' demanded the angry farmer. 'Why didn't you defend yourself with the other end of the pitchfork?'

" 'Well, why didn't the dog come at me with his other end?' "

And so, Lincoln's case was won.

ANNOUNCER: Lincoln's epigrams are famous. Helen Carpenter will now repeat some of them.

HELEN CARPENTER *(Pause after each epigram)*: The Union is older than any of the states.

Killing the dog doesn't cure the bite.

Liberty is your birthright.

Working men are the basis of all governments.

Calling a sheep's tail a leg doesn't make it so.

Many have got into a habit of being dissatisfied.

When you can't remove an obstacle, plough through it.

Come what will, I will keep my faith with friend and foe.

Let us have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.

ANNOUNCER: A group of entertainers will now step before the microphone. Each will tell his name and give a quotation concerning Abraham Lincoln.

FIRST CHILD: I am ——— ———. I have chosen a part of Edwin Markham's great poem, "Lincoln, the Man of the People":

"The color of the ground was in him, the red earth;
The smack and tang of elemental things;
The rectitude and patience of the cliff,
The good will of the rain that loves all leaves;
The friendly welcome of the wayside well;
The courage of the bird that dares the sea;
The gladness of the wind that shakes the corn;
The pity of the snow that hides all scars;
The secrecy of streams that make their way
Under the mountain to the rifted rock;
The tolerance and equity of light
That gives as freely to the shrinking flower
As to the great oak flaring to the wind—
To the grave's low hill as to Matterhorn
That shoulders out the sky.

* * *

. . . . He held his place—
Held the long purpose like a growing tree—
Held on through blame and faltered not at praise.
And when he fell in whirlwind, he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky."

SECOND CHILD: My name is ——— ———. I chose a quotation from Richard Henry Stoddard's poem, "Abraham Lincoln":

"Born with strong arms, that unfought battles won;
Direct of speech, cunning with the pen.
Chosen for large designs, he had the art
Of winning with his humor, and he went
Straight to his mark, which was the human heart;
Wise, too, for what he could not break, he bent."

THIRD CHILD: My name is ——— ———. I chose a quotation from Samuel Valentine Cole's "Abraham Lincoln" to recite:

"There are those whose like, it was somehow planned,
We never again shall see;
But I would to God there were more in the land
As true and as simple as he—
As he who walked in our common ways,
With the seal of a king on his brow;
Who lived as a man among men his days,
And belongs to the ages now!"

ANNOUNCER: Station FUN. You are listening to a program in honor of Lincoln's birthday. This program is being broadcast by the Midland School, Midland, California, and is presented by the fifth grade. You may now hear the Midland chorus sing, "O Captain! My Captain!"

[*Singing of "O Captain! My Captain!"*]

Announcer: Station FUN. This concludes the program which was broadcast by the fifth grade of the Midland School, Midland, California. The program was a patriotic one held in honor of Abraham Lincoln's birthday. This station will be on the air again February 22 when a similar entertainment honoring the birthday of George Washington will be given. Good afternoon! *(Turns switch.)*

THE WASHINGTON DAY PROGRAM

The properties that were used for the Lincoln Day program may again be used for the entertainment held in observance of the birthday of George Washington. As the plan may be somewhat similar, the account will not again be given here. But suggestions and some material that may be utilized are presented.

The program should include:

Patriotic songs.
Salute to the flag.
Story of the life and work of Washington.
Incidents of the life of Washington.
Appropriate recitations—poems, epigrams, etc.
Washington's Rules of Conduct.

A part of the value of the program is the study necessary before the material can be presented in a finished and interesting manner.

Some of the poems that may be used include:

WASHINGTON'S BIRTHDAY

By Hezekiah Butterworth

The bells of Mount Vernon are ringing today,
And what say their melodious numbers
To the flag-blooming air? List, what do they say?
"The fame of the hero ne'er slumbers!"

The world's monument stands the Potomac beside,
And what says the shaft to the river?
"When the hero has lived for his country, and died,
Death crowns him a hero forever."

The bards crown the heroes, and children rehearse
The songs that give heroes to story,
And what say the bards to the children? No verse
Can yet measure Washington's glory.

"For Freedom outlives the old crowns of the earth,
And Freedom shall triumph forever,
And Time must wait the true song of his birth
Who sleeps by the beautiful river."

GEORGE WASHINGTON

Only a baby, fair and small
Like many another baby son,
Whose smiles and tears come swift at call;
Who ate, and slept, and grew, that's all—
The infant Washington.

Only a boy like other boys,
With tasks and studies, sports and fun;
Fond of his books and games and toys;
Living his childish griefs and joys—
The little Washington.

Only a lad, awkward and shy,
Skilled in handling a horse or gun;
Mastering knowledge that, by and by,
Should aid him in duties great and high—
The youthful Washington.

Only a man of finest bent,
Hero of battles fought and won;
Surveyor, General, President,
Who served his country and died content—
The patriotic Washington.

Only—ah! what was the secret, then,
Of his being America's honored son
Why was he famed above other men
His name upon every tongue and pen—
The illustrious Washington.

A mighty brain, a will to endure,
Passions subdued, a slave to none,
A heart that was brave and strong and sure,
A soul that was noble and great and pure,
A faith in God that was held secure—
This was George Washington.

—*Anon.*

Some of Washington's own maxims follow:

Let your conversation be without malice or envy.

Think before you speak.

Speak no evil of the absent, for it is unjust.

Associate yourself with men of good quality if you esteem your reputation.

If a man does all he can, though he succeeds not well, blame not him that did it.

Labor to keep alive in your breast that little spark of celestial fire called conscience.

Here are some of Washington's rules of conduct. It is said that an original book with some of these quotations, written in George's handwriting, is in existence today. These rules came originally from a French book on behavior:

Show not yourself glad at the misfortune of another, though he were your enemy.

Let your countenance be pleasant, but in serious matters somewhat grave.

In the presence of others, sing not to yourself with a humming noise, nor drum with your fingers or feet.

Do not express joy before one sick or in pain; for that contrary passion will aggravate his misery.

Turn not your back to others, especially in speaking; jog not the table or desk on which another reads or writes; lean not on anyone.

Be not hasty to believe flying reports to the disparagement of others.

Be not forward, but friendly and courteous, the first to salute, hear, and answer; and be not pensive when it is time to converse.

Light reading may amuse for the moment, but leaves nothing solid behind.

'Tis much easier to avoid mischiefs than to apply remedies when they have happened.

Give not advice without being asked, and when desired, do it briefly.

Be not curious to know the affairs of others, neither approach to those that speak in private.

In your apparel be modest, and endeavor to accommodate your nature rather than to procure admiration; keep to the fashions of your equals, and such as are proper with respect to times and places.

Play not the peacock, looking everywhere about you to see if you are well decked, if your shoes fit well, if your stockings fit neatly, or clothes handsomely.

Associate yourselves with men of good character, and remember it is better to be alone than in bad company.

Mock not nor jest at anything of importance; speak no jests that are sharp and biting.

Wherein you reprove another, be blameless yourself.

When signing off on this program, if some future program is planned, announce when and what it will be. Otherwise, sign off in usual radio style by announcing station, program, and farewell.

ROBERT A. THOMPSON ELECTED 1929 PRESIDENT OF THE C. T. A., SOUTHERN SECTION

AT THE DECEMBER BUSINESS MEETING of the California Teachers Association, Southern Section, in Los Angeles, Robert A. Thompson, principal of the John Burroughs Junior High School, Los Angeles, was elected president, for the year 1929, of the largest section in California of the California Teachers Association. The C. T. A., Southern Section, has a membership of 15,043, of which 6404 of that number are from the Los Angeles city schools. Mr. Thompson succeeds Frederick F. Martin, Superintendent of Santa Monica schools, the retiring president. At this same meeting, Frank A. Henderson, Superintendent of Burbank city schools, was elected vice president, and Franklin C. Hemphill, Assistant Superintendent of Compton schools, was chosen treasurer.

Robert A. Thompson

In Mr. Thompson, the C. T. A., Southern Section, has a president whose educational background and service to the C. T. A. has been of the best. A graduate of Stanford University in the early years of this century, and a member of that University's football team in those years, Mr. Thompson knows the value of teamwork and can hit the line hard.

Mr. Thompson's worth was shown when he was assigned the principalship of the new John Burroughs Junior High School five years ago. This junior high school is located in the Wilshire District, the elect of Los Angeles residential districts. Here Mr. Thompson has charge of a magnificent plant and one of the finest corps of teachers in Los Angeles. In an environment of wealth and with a class of students from the more well-provided homes, Mr. Thompson is running a school where the intellectual accomplishments are outstanding. To run a school where discipline and work are the ends, when children are brought to school by chauffeurs, who, if need be return home for forgotten books for the pupils, shows tact, strength of conviction, and ability of no mean order.

Mr. Thompson has been a member of the C. T. A. for over twenty years. He has been a member of the Southern Council for several terms, and twice was chairman of the election board. He was president of the Los Angeles Schoolmasters Club for one term. Mr. Thompson's record in Los Angeles includes six years as a teacher at the Los Angeles Polytechnic High School, three years as principal of the Los Angeles Evening High School, eleven years as principal of the Sentous Junior High School, and five years as principal of the John Burroughs Junior High School. Mr. Thompson was a member of the group which drafted the plan for the Los Angeles Superintendents advisory committee. He has been a member of the committee for six years, serving one year as chairman. For fifteen years he has been chairman of the curriculum committee of the Los Angeles junior high schools.

With such a record behind him of fairness and honesty of purpose, with strength in educational background, and an ability to inspire people to work together, it is expected that Mr. Thompson will lead the C. T. A., Southern Section, to still greater accomplishments.

PROMINENT GEOGRAPHER WINS AWARD

THE HARMON FOUNDATION each year makes an award to the "author of an article of signal benefit in stimulating constructive opinion in social or industrial fields." The award consists of a gold medal and $500 in cash. Announcement has just been made that J. Russell Smith, professor of economic geography at Columbia University, and author of "Home Folks and Human Geography," is the recipient of the award.

FRANK A. BOUELLE, SUPERINTENDENT-ELECT, LOS ANGELES CITY SCHOOLS

CITY SUPERINTENDENT OF SCHOOLS of the fourth city in population in the United States of America, in charge of education in a metropolis of 1,420,000 people, supervisor of 355,735 boys and girls, 384 schools, 8976 teachers—that is to be the new job of Frank A. Bouelle, assistant superintendent of the Los Angeles city schools, who will succeed to the position of the nationally known educator, Mrs. Susan A. Dorsey, on February 1, 1929.

The election of Mr. Bouelle was an important educational decision. It showed that the Los Angeles City Board of Education holds to the theory that the highest position within their bestowal should be given to an educator proved within the ranks of the city's teaching force. It was a choice of a man whose outstanding humanness has characterized his entire life's work. It was a choice of a man who can organize, direct, and lead others to give their best efforts, and then in turn is big enough to give credit where credit is due.

Pedagogy deals little with romance. Reality is its forte, but in the life story of Mr. Bouelle the tremendous vitality of the great Southwest of the last fifty years is pictured.

Mr. Bouelle was born in Los Angeles in 1875. His place of birth was in an old adobe near the Plaza at First and Spring streets. In the short span of fifty-three years has occurred one of the greatest growths of empire in history. In 1875 Los Angeles boasted some seven thousand souls, and was a sleepy, contented Spanish village. In 1929 Los Angeles claims a population of 1,420,000 persons and is a city whose incomings and outgoings, whose doings and desires, are made known throughout the whole world. In 1875 six schools were in operation in Los Angeles, 1641 pupils were enrolled, and the great sum of $24,716.20 was spent for the salaries of nineteen teachers. In 1927–28 such is the contrast: $19,785,203.88 was spent for the salaries of 8976 teachers, 380 schools enroll 355,735 pupils, and the grand total of expenditures for schools, including capital outlay, was $32,443,000. In 1875 the assessed valuation of the Los Angeles School District was a few hundred thousand. In 1928 it was $1,982,001,080 for high schools and $1,901,980,830 for elementary schools.

Mr. Bouelle is a true pioneer. His father came to Los Angeles from France in 1851, and the little French woman who became Madame Bouelle arrived in 1869. Bouelle père died when Frank was a few years of age, and left the wife who was forced to make a living by keeping a grocery store, first at Sixth and Grand and then at Eighth and Olive, where the old homestead used to stand. As the years passed the land acquired in those early days has made Mr. Bouelle wealthy, and it is love of teaching that has kept him in educational work.

At five years of age Mr. Bouelle started school at the old Eighth Street School, and through grammar school, high school, and the Los Angeles Normal, he worked his way, helping his mother in the store in spare times, working in the carriage works as a blacksmith, and preparing himself for the teaching profession.

In 1893 Mr. Bouelle taught in the Lomanda Park School and in 1895 entered the Los Angeles school system. Following that date he was engaged as principal at Highland Park, Garvanza, Hewitt Street, Castelar Street, and Fourteenth Street schools, each new appointment becoming a promotion. He then became principal of the Lafayette Junior High School.

In 1923 Mr. Bouelle joined the executive staff as an Assistant Superintendent of Schools. He has had charge of the Hollywood division of elementary schools, and as extracurricular activities has sponsored the safety education program which included traffic work and the establishment of school tunnels. He also has had charge of the elementary vacation schools, has supervised the department of agriculture, manual education and penmanship departments, and has been a consultant of the physical education department, and aided in promoting the tree-planting campaign to beautify the grounds and streets surrounding the public schools.

He is a thirty-third degree member of the Scottish Rite Free Masons, and special inspector of the French Masonic Lodge. He

also is a member of the Jonathan Club and of the Masonic Club.

In 1906 he married Miss Bletso, a Los Angeles girl, and has a daughter in Los Angeles high school. The family home is at 845 South Tremaine Street.

With such a background, Mr. Bouelle will enter upon his duties on February 1 as the twenty-eighth person who has held the position of Superintendent of Schools in Los Angeles since the first Superintendent in 1854.

Since 1895 Mr. Bouelle has served under five different City Superintendents: James A. Foshay, 1895–1906; Doctor E. C. Moore, 1906–1910; J. H. Francis, 1910–1916; Doctor Albert Shields, 1916–1919; Mrs. Susan M. Dorsey, 1920–February, 1929.

In part this is Mr. Bouelle's educational heritage, and from it will come a steady, forward program of education.

THE GREAT FRANKLIN

By C. C. McNeill
Director of Publicity, C. F. Weber & Company

The outstanding feature of Benjamin Franklin's character which impresses itself upon those who study his biographies, is his wonderful versatility. He was at once a patriot, statesman, scholar, philanthropist, philosopher, diplomat, a printer and publisher, a successful man of business, an inventor, a writer, a speaker and a brilliant and leading citizen of the commonwealth of his times such as few other countries in history have ever produced.

Living at a critical time in the history of his country, he brought to bear upon its problems such wise counsel, such kindly philosophy, such fairness, and such good common sense that he was able to create for himself a place in history occupied by few men, either of his own or of a later time, and achieved a prominence accorded no other man who had not occupied the highest office in the gift of the people.

Franklin stood high among his contemporaries. The measure of a man's worth to society, when the details of that man's life are lost in the obscurity of history, is measured by what his contemporaries thought and said of him. No man ever spoke ill of Franklin. His personality radiated good will and happiness, but did not overshadow or ignore the stern realities of a stern era. He was loyal to his king while the king was the dominant power in the colonies in which he lived, but when his sense of right and justice and his love for his fellow men told him that they could no longer pursue lives of freedom and prosperity, and that the time had arrived to throw off monarchial rule, he put his great heart and soul into the cause of the new republic. It was his unerring judgment and wise counsel that did more than any other one thing to steer the cause of the struggling Colonists clear of costly errors and set the new Ship of State safely upon its destined course of world dominion.

Benjamin Franklin was born early in the year 1706, seventy years before the birth of the American Republic. Thus his youth, early manhood, middle life, and mature age were all spent among the problems and perplexities facing the beginnings of civilization in a new country. His boundless energy, his brilliant resourcefulness, and his calm judgment were thus brought to bear upon and freely expended in the solution of those problems which were probably the most serious ever faced by modern civilization.

His early youth and manhood was spent in hard but successful labor. At the age of seventeen he left the parental home in Boston and made his way to Philadelphia, where he made his home for the remainder of his brilliant career. He became a printer at this time and was considered one of the best in the commonwealth. At the age of twenty-two he established the newspaper which recently celebrated its two-hundredth anniversary and which still contributes to his fame; when he was only twenty-six he wrote and published his "Poor Richard's Almanac," one of the celebrated American classics. He was a hard worker at that time, one of his contemporaries, whose name has been forgotten, telling of him that whenever he went home from his club at a late hour Ben Franklin was still to be seen busy at his desk or the case and that he was again at work when most of the inhabitants were still in bed.

Franklin relates of himself at that time that he frequently wheeled his stock of paper through the streets in a wheelbarrow from the docks or the paper supply house to his shop.

With all his difficult and unceasing labor he still found time and opportunity to indulge his literary, social, and political tastes. When still a young man he formed a club called the "Junta," where he and other young men of like tastes met weekly or oftener and indulged in discussion and debate on questions of philosophy, morals, and politics.

He established the first public library in the colonies and was interested in all public events and problems. While the colonies were still loyal to the King of England, he was honored by his fellow citizens by being sent to England on diplomatic missions to discuss with the English authorities questions of serious moment to the Colonists, including the celebrated and unpopular Stamp Act.

When the time at last arrived for the colonies to throw off the yoke of allegiance to a foreign power, his was the brain which contributed much of the beauty and strength and power found in the immortal Declaration of Independence, penned by Thomas Jefferson but generally conceded to contain much of the logic and eloquence of Franklin. He was one of a committee sent by the Legislature of Pennsylvania to confer with General Washington when the latter was almost in despair over the difficulty of a military showing, and after four days of hard and concentrated effort the organization of the Continental Army was an assured fact and the plans conceived and suggested by Franklin were adopted and remained unchanged until ultimate victory was achieved by the struggling colonists.

He was honored with other and difficult diplomatic missions to European countries and succeeded in establishing at the courts of the then powerful monarchies of Europe a feeling of respect and tolerance for the new and untried American Republic.

He was the father of the present postal system of this govern-

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ment, was made the first Postmaster General, and the wonderful organization put into effect by him remained unchanged for over a hundred years.

In every way Benjamin Franklin seemed a genius with exactly the right kind of mental and physical powers so badly needed at that particular period. He was kindly, sympathetic, logical, and convincing. The American people owe him a debt of gratitude which posterity can never repay, and no honors which present and later generations may be able to bestow upon him will be adequate appreciation of his kindly and beneficent life.

W. W. TRITT APPOINTED TO THE ASSISTANT SUPERINTENDENCY OF LOS ANGELES

THE PROMOTION by the Los Angeles City Board of Education of William Winters Tritt, principal of the Belmont High School, Los Angeles, to the assistant superintendency of Frank A. Bouelle, Superintendent-elect of the Los Angeles city schools, was a move in recognition of his thirty-three years' service in the Los Angeles city schools. Mr. Tritt comes from an educational family, several members of whom are also in service in various positions in the Los Angeles city schools.

W. W. Tritt

Born in Sedalia, Mo., Mr. Tritt came to Los Angeles in 1888, when his mother, Mrs. Mary Catharine Tritt, a woman of marvelous character, desiring that her children should have an education and be educators, brought them to Los Angeles because she had heard there was a normal school there. How ably she accomplished her work is seen in the fact that Miss Jessie A. Tritt has been an Assistant Superintendent in Los Angeles for five years, Mrs. Carrie P. Le Gore is a teacher in the Main Street School, C. H. Tritt is chief clerk of the Los Angeles school system, and W. W. Tritt has been promoted also to an assistant superintendency.

W. W. Tritt attended the Los Angeles high schools and then entered the Los Angeles Normal in 1890 and graduated in 1893. After two years of teaching in the Los Angeles county schools, he entered the Los Angeles city schools in 1895 and has been in continuous service ever since. In 1895, when Mr. Tritt taught in the Eighth Street School, the late Mark Keppel, for years County Superintendent of the Los Angeles schools, was a teacher in an adjoining room.

Promotion came fast. In 1896 Mr. Tritt became principal of the Amelia Street School and then of the North Street School in 1898. Under the superintendency of James A. Foshay, Mr. Tritt, in 1901, was elected to an assistant superintendency for the first time. In 1903 we find Mr. Tritt as principal of the Thirtieth Street Grammar School, and in 1911 of the Thirtieth Street Intermediate School. In 1923 he left junior high school work to accept the principalship of the new Belmont High School.

An indication of Mr. Tritt's standing among his fellow principals is seen in the fact that from September, 1911, to September, 1923, he was president of the Junior High School Principals, and from October, 1926, to December, 1928, he was president of the High School Principal Association. For four years Mr. Tritt was a member of the Los Angeles County Board of Education, and he has served on the council of education of the California Teachers Association.

In addition to carrying his school work, Mr. Tritt graduated from the University of Southern California, College of Law, in 1911 and received his A. B. degree from the same university in 1913. Mr. Tritt is a member of both the Phi Delta Kappa and Phi Kappa Phi honor societies.

With a reputation for sound education and a breadth of view of the Los Angeles city educational situation, Mr. Tritt enters upon his new position, February 1, 1929.

HARMONICA BAND IN MADERA SCHOOLS

HARMONICA BANDS have been formed in the Madera County schools by the music supervisor of the county, Alice Marie Gibron. In telling of the formation of the bands, which she believes are valuable, Miss Gibron declared: "These bands are doing a great deal for the schools in that they have increased the interest of the children in school spirit as well as in music in all branches. The band, which is composed of more than fifty children, often entertains at various school and civic assemblies.

CHARLES D. JONES, Superintendent of Schools, Hermosa Beach, and president of the California Administrators Association, is putting a lot of punch in his work, and under the title "Is It Time to Let Democracy Die in the West?" is getting across some effective publicity.

A NEW JUNIOR HIGH SCHOOL is to be built in Gardena, Cal. The building is to be erected at a cost of $350,000, it is reported. It is expected that the school will be ready for occupancy by September, 1929.

A NEW 22-ROOM GRAMMAR SCHOOL and an auditorium capable of seating one thousand persons will soon be erected in Hollister, if present plans are carried out. The building is to be of Spanish type, one story, and is to have a tile roof.

THE INCREASE in the number of students attending the high school at San Leandro, Cal., has become so great that it has been necessary to add four new members to the teaching staff.

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DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan

Chief, Division of Rural Education of the State of California.

Experimental Attempts to Improve Instruction in Rural Schools

By Helen Heffernan, *Chief, Division of Rural Education*

The magnitude of the problem of rural education in California can best be appreciated by a study of the statistics contained in the last biennial report of the State Superintendent of Public Instruction; 4125 elementary schools were reported as maintained during the year 1925–1926, which were distributed as follows:

Number of Teachers Employed	*Number of Schools*	*Per Cent of Total*
1	1795	43.52
2	561	13.6
3	263	6.38
4	211	5.11
5	121	2.93
6 or more	1174	28.46
Totals	4125	100.

71.54 per cent of the elementary schools in California employed five or fewer teachers during the year. The small rural school is the predominant type of institution existing for the education of California's children.

If rural children are to be provided with a standard education, we must have rural teachers with a degree of education and training equivalent to that possessed by city elementary teachers. "Rural school teaching actually demands a higher grade of teaching efficiency than any other branch of public school service; the problems of successful organization and instruction are more varied and more difficult; the range of subject-matter is wider; the supervision is less frequent and more difficult and the responsibilities of the teacher for community leadership are much heavier."

Miss Maude C. Newberry in her "Supervision of One-Room Schools"[1] says: "In cities of eight thousand population and over, 75 per cent of the elementary teachers are normal school graduates and 10 per cent have received one year of normal school or college training. Boards of Education in cities of one hundred thousand population and over, in addition to employing a City Superintendent and a corps of clerical assistants, engage one general supervisor for every twenty teachers and a special supervisor for every fifty teachers."

In a study made last year in coöperation with the State Department of Education,[2] it was shown that 69.4 per cent of the teachers in the one-room rural schools in California do not measure up to the standard normal school training; 21 per cent have not even graduated from a four-year high school, and 7 per cent have never attended a high school or any school above the elementary school.

Rural teachers in California as elsewhere represent as a group the least adequately trained, the least skilled and the most inexperienced teachers in the profession. In spite of these facts, the rural teacher receives less expert guidance in the performance of the teaching act than the more experienced, highly trained urban teacher.

In 1921, the legislative provision for rural school supervision promised more competent guidance for rural teachers. Under the provisions of this act California counties in 1927–1928 had supervision provided by:

72 general supervisors.
22 attendance supervisors.[3]
16 music supervisors.
5 health supervisors.
5 physical education supervisors.
3 primary supervisors.
3 art supervisors.
3 Americanization supervisors.
3 nature study and agriculture supervisors.
2 physical education and attendance supervisors.
1 health and attendance supervisor.
1 test and measurement supervisor (part-time).

136 total.

Although the work of these supervisors results in the improving instruction through the training, the guiding, the inspiring of teachers in service, many supervisors are hindered in their service by almost insuperable obstacles to effective supervision, such as excessive supervisory loads, untrained teachers, distance and poor roads, large teacher turnover, and poor organization resulting in large numbers of one-teacher schools.

To bring new ideas, inspiration, and higher professional ideals to scattered rural teachers, to give them a concrete picture of what a progressive school should be, represents the problem confronting the rural supervisor. In order to assist in putting before teachers ideals possible of realization, the division of rural education has coöperated with counties in the development of rural demonstration centers, where an organization of education suited to the conditions inherent in the rural situation has been developed.

To one familiar with modern educational theory and practice, there is nothing startlingly new or radical in the program of the demonstration schools. An effort is being made to adapt to rural conditions the best of the new methods of education while retaining the best of the old.

Equal emphasis is placed in the program of the schools on *the individual needs of the child* and his *social development.* The fundamental purposes are to train for *individual responsibility, initiative, coöperation, independent thinking,* and *social living.* The schools aim to provide an educative experience suited to the variety of individual interests and capacities which will result in a harmonious and balanced development of the child's physical, mental, social, and emotional nature.

The old education emphasized the acquisition of knowledge and skill. In our complex modern life, it is evident that important as knowledge and skill may be, the development of adequate physical equipment, proper social attitudes and ideals and stable emotional responses are equally significant in the harmonious general development of the child.

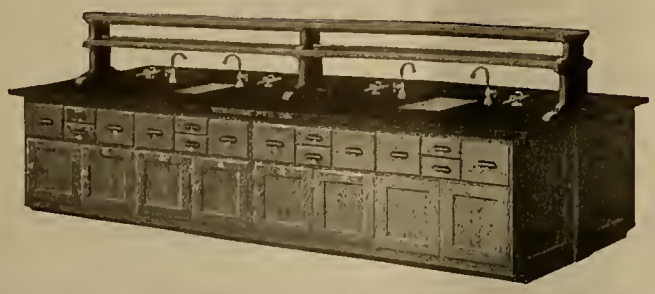
The old-type recitation method has disappeared from these demonstration schools. It is replaced by socialized conferences which permit of adjustment to individual differences.

The individual method is used almost entirely in the formal subjects. Each child is allowed to grow in his own way, progress at his own rate, and toward his own goals. A great educational philosopher once said "the business of the school is to shape itself to children's needs." Mass instruction is never suited to each child's needs; injustice is done by neglecting the wide range of differences in ability. Much later mental maladjustment may result from the attempt to keep all children doing the same thing at the same time.

The social activities of the school seek to broaden the child's experience, make his environment more meaningful, give opportunity for creative work, teach social participation and coöperation, develop ability in spoken language, and open rich fields of avocational interest to be explored. Such activities as the shop, the school gardens, the folk dancing and games, the civics clubs, the good-books clubs, dramatization, auditorium activities, are rich in opportunities for spontaneous expression and original creative work.

Effort has been made to provide a social situation in the school in which the children may learn to live together as normally as possible. The "lock step" has been eliminated in the school management. The children leave and enter the buildings without accompaniment of bell, triangle, or phonograph. In the life situation in which the child will find himself, he must

[1] Newberry, Maude C. *Supervision of One-Room Schools.* U. S. Bureau of Education. Bulletin 1923, No. 9, p. 1.
[2] Siggins, Margaret E. *The Status of the Teacher of One-Room Rural Schools in California.* M. A. Thesis, University of California, 1927, p. 20.
[3] Provided under Act 7487, section 4, School Law of California, p. 316.



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HEALTH AND SANITATION

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enter public buildings in an orderly and self-respecting fashion. Our children should acquire such habits as a part of our school program.

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No words can depict the normal, busy, satisfying experience of the demonstration schools. Only a visit will convince the unbeliever that children can assume so much responsibility, can apply such sound judgment to the problems of their own educational development.

Eventually we hope to have a rural demonstration center accessible to all rural teachers. At present they may be found representing all types of rural schools at:

Shasta	One-teacher school	Shasta County.
Wyandotte	One-teacher school	Butte County.
Union	One-teacher school	Butte County.
Laugenauer	One-teacher school	Yolo County.
Woodbridge	Five-teacher school	San Joaquin County.
Escalon	Eight-teacher school	San Joaquin County.
Ione	Four-teacher school	Amador County.
Palmdale	Four-teacher school	Los Angeles County.

Woods School at Woodbridge in San Joaquin County is in its second year as a state rural demonstration school. Last year it was visited by over three hundred interested Superintendents, supervisors, and teachers.

During the tri-county institute of San Joaquin, Amador, and Calaveras counties, the school remained in session and was visited by all of the teachers of Amador and Calaveras counties. Teachers expressed great satisfaction of the plan which permitted them to observe real teaching in a real school situation as a part of an institute program.

The success of these schools in serving as demonstration centers may be attributed to the excellent work of the teachers, the local trustees, the rural supervisors, and the County Superintendents who have made these schools represent objectively their ideals of what the rural school at its best may afford rural children in educational opportunity.

"Wanted: A Country Teacher"

[Address delivered by Doctor M. S. Pittman, director of rural education at the Michigan State Normal College, Ypsilanti, Mich., at Rural Education Day, Chico State College, December 17, 1928.]

THIS IS A DAY OF WANTS—large and small, numerous and varied, but always definite. Everywhere we look we see these wants of humanity made known. Pick up a paper anywhere, any time, and you will see such wants as these advertised in the leading news story, editorial, and classified advertisement: Wanted: Agents to sell Osmund's peanut novelties; Wanted: A second-hand Ford coupé; Wanted: A girl with red hair to sell fireworks; Wanted: A Chief of Police who will enforce the law without fear or favor; Wanted: A Mayor with business ability for our town who will use his ability in behalf of the public; Wanted: A Governor for our state who is more interested in the state's welfare than he is in his own political future.

I am here today, though, not to advertise the varied wants of the public, but rather as the advertising agent of the small rural schools at the crossroads of the world. They also have wants—large and small, numerous and varied, but always definite. The particular want of the rural school which I wish now and here to reveal is its want for a teacher; the kind of teacher it needs and wants is revealed in this letter which is only one of many that I receive annually, calling, pleading, begging, praying for a real teacher.

Dear Doctor Pittman: We need a teacher for our Crossroads School. I am writing to get you to help us find the right kind.

Our community is a peculiar community. Just any kind of a teacher will not succeed out here. I'll describe the sort of a teacher that I think we need, and if you have one that will fill the bill, please send her along C. O. D.

We want a teacher who loves her work and thinks that teaching is the greatest business in the world.

We need a teacher who knows more about the country than we ourselves know, so that she can teach us some new things about it.

Since most of us have never been and never will be anywhere except in the country, we need a teacher who knows about the city and the rest of the world so that she can teach us about that also.

We want a teacher whom the young folks respect, the old folks love, and the children adore. We want her to be old enough to be sensible and yet young enough to understand and sympathize with the mistakes of children.

We would like her better if she is good-looking, provided she is not too good-looking. Good looks help a lot, provided they are not so beautiful that they become a burden.

Music is a thing much needed in our neighborhood. We would like it if our teacher could lead the singing and play the organ at the Sunday School.

The majority of our people are Methodists, but we do not ask for a Methodist teacher. The accidents of her religious creed do not concern us, but we do wish her to be a woman of high moral character and religious ideals such that our children will aspire for the best in ideals and morals and wish to emulate her example.

I am ashamed to conclude this letter with an explanation and an apology, but I must tell you that our district is small and our valuation low; nevertheless, our needs are many and our wants are large. We cannot pay in proportion to our needs nor reward as liberally as we can demand. In spite of this, please help us to get the kind of a teacher we need, the kind of a teacher you would like to have had when you were a boy, the kind of a teacher you would like to have teach your own children—now.

Sincerely,

John Jones,
Director, Crossroads School.

Let me invite you to study this letter with me to see the measure of the teacher the director of this crossroads school was seeking.

First: He wanted a teacher who loved her work. Is it too much to ask that any craftsman shall love his work? If the craftsman who works with material things can and does love his work, surely the teacher who works with the most plastic and responsive of all God's created things can and should love his work.

Second: He wanted a teacher who knew more about the country than the people who live there. The purpose of the teacher is to teach. That teacher is best who can best capitalize the materials at hand. A universe is round about the country child, a university is located on every farm. What is needed is a teacher who can reveal the universe and capitalize the university before the child's eyes which will remain unseen and unused without a teacher.

Third: He wanted a teacher who not only could reveal the country which God had created to the people who live there, but who could also reveal to them the achievements of men who have carried forward God's creation with the talents with which they have been endowed through the worlds of music, art, invention, and language.

Fourth: He recognized that valuable as is knowledge, the power of the teacher lies not so much in her knowledge as in her feeling. He therefore wanted a teacher whom the children loved. Knowledge may be the iron and the lime necessary for mental growth, but love is the gentle shower and the inspiring sunshine. Those teachers are most powerful who touch the spirit, who awaken and direct the emotions.

Fifth: Good looks was a quality which Director Jones also desired his teacher to possess. He recognized the power over the human mind of the beauty of the rose, the glory of a sunset, the majesty of the snowcapped mountain peak, the awesome grandeur of a Niagara or a Grand Canyon. He knew the power of beauty in human face and character. He wanted a teacher, therefore, who was good to look upon, not because of artificial attachments, but because of inborn qualities which bespeak pro-

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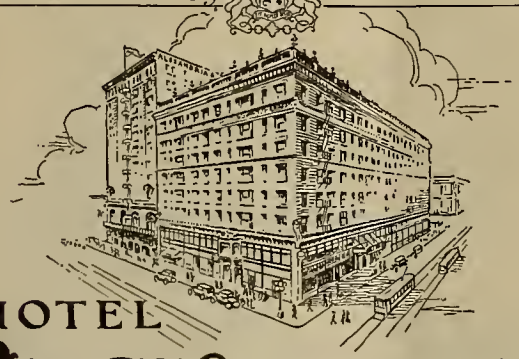

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portion, natural unconscious loveliness which impels affection in the beholder.

Sixth: He wanted a teacher who was a musician. "Music hath charms to sooth the savage breast" and there are still remnants of the savage lurking around the crossroads of the world. We shall not soon agree upon politics or religion, but in the presence of sublime harmony and tone we forget our racial origins, our religious faiths, and our political doctrines. The heart of the high and the low, the rich and the poor, the Jew and the Gentile, the liberal and the conservative, the white and the colored, respond in the same fine fashion.

Seventh: While the people of his community were Methodists, he did not require a Methodist teacher. He recognized that the world is advancing, that we are recognizing the unity of God's plan and the unity of man's need. He wanted a teacher whose ideals and conduct would conform to the ideals and conduct of the world's Greatest Teacher who was not a creedist but a realist in religion.

Such was the kind of a teacher for whom Director Jones was calling. How tragic that his call could not be answered. It could not be satisfied for these reasons:

First: There are few if any such teachers. All of the virtues and accomplishments of the human race are not found in one individual. One teacher might know the wonders of nature but not the beauties of "man-made" art. One teacher might be able to lead the community in its search of harmony but lack the knack of guiding it along other desirable lines. The solution of this dilemma is more teachers for the rural child.

Second: The district was small, the valuation low, hence, the available money for salary limited. Money is the commander-in-chief of the army of human talent. Money speaks in tones that even the deaf can hear. Dollars get what they go after because they have not only "cents," but "sense" also. This situation can be corrected so that dollars can be collected where they are and spent where the children are. The best teacher should be sent where the need is greatest and the teacher must work alone.

Third: Usually the crossroads school cannot get the right kind of a teacher because there is no one to protect its interest against the largest school districts where the money is more plentiful and organization more effective. Our school system should be organized that we could put our beginning teachers to work in the centers of population where the situation is more simple and easy. As they show themselves more capable they should be promoted to the more difficult and more remote schools. Only the experienced, the talented, the well-informed should be permitted to teach in our remote crossroads schools where they have the responsibility of being the sum total of educational service which the community receives.

ORESTIMBA UNION HIGH SCHOOL LIBRARY

By ELEANOR STROUD FAURE, *Librarian*

UNDER THE LEADERSHIP of Principal E. E. Pertel, an entire reorganization of the Orestimba Union High School Library has been effected since the beginning of the fall semester, and the previous makeshift used has been developed into a fine, well-rounded department of our high school system.

The small room, formerly used for the storing of over a thousand volumes, has been transformed into a glass-enclosed office and workroom for the full-time librarian.

The present library is a room about twenty-eight by thirty-six feet, with two sides completely shelved to a height of seven feet; the third wall, windowed its entire length, has a wide work shelf just below the window frames with deep shelves beneath. On the fourth side quite a practical and convenient filing space for magazines has been provided, and a section of this wall has been reserved for exhibiting, from time to time, small inexpensive but attractive prints of really good pictures.

One may realize how complete the reorganization has been when it is known that some six hundred new volumes along the lines of the very best that biography, travel, literature, science, history, and fiction have to offer are now on the library shelves together with the original collection.

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—reports from children using the experimental editions indicating their choice of reading selections.

—reports from more than 1500 teachers using the experimental editions giving their opinion of the content and form of the material and of the helps in the manual.

The teachers who staged this far-reaching experiment are well-known authorities on reading—Mary E. Pennell, formerly Assistant Superintendent of Schools, and Alice M. Cusack, Director of Kindergarten and Primary Grades in Kansas City, Missouri. The scientific evaluation of the reports was done by Dr. Herbert Bruner of the Department of Curriculum Research of Teachers College, Columbia University, and Mr. Arthur V. Linden—experts in research technique.

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NEWS AND COMMENTS

By HARR WAGNER

ADA YORK, County Superintendent of Schools, and E. B. Tilton, Assistant Superintendent of City Schools, San Diego, have interesting articles on the schools in the January 1 edition of the San Diego *Union*.

Publicity is absolutely essential for the proper constructive policies of our school system. Doctor Burk always said, "What is the use of law, unless you have public sentiment to back it up?" Laws are only essential in giving people the option to do or not. Public sentiment is the potential factor in every step forward. The Superintendents, supervisors and public school officials should therefore follow the example of Superintendent York and Assistant Superintendent Tilton in giving valuable information to the public about high spots in their educational systems.

A. J. CLOUD, who was recently elected to the State Council, has served longer than any other member of the council. He served faithfully for seventeen years. The first meeting of the council he attended, Mr. Cloud voted for James A. Barr for secretary. Mr. Cloud's career as an educator is distinguished by real service.

HONORABLE ALEXANDER R. HERON, director of finance, Sacramento, Cal., has had a remarkable career in the affairs of state. His rise to the most important financial job in the state has been rapid. Promotion came to him because he was essential to the needs of the state, and Will C. Wood, Governor Young and others had the wisdom with understanding to recognize the quality of his service.

The Teachers' Retirement Commission, of which he was chairman, made a remarkable research and examination of the subject on retirement salaries. Mr. Heron has an open mind and is a sympathetic listener to the needs of the teachers.

THE COUNTY UNIT SYSTEM is now before the people for discussion. A bill will be submitted to the Legislature. There is great danger that hasty legislation will divide the educational group into bitter factions. In the minds of many of the people, the Taxpayers Association was responsible for some of the unpopular legislation of the Richardson administration. The Taxpayers Association has the right to have its propositions considered on their merits without prejudice. The problem of the County Unit Plan should be submitted for special study to a commission of experts. We understand that the California Teachers Association and other organizations will advocate the creation of a commission to study thoroughly the plan, and this is the best solution of the difficult problem.

"BOOKS AND NOTES" of the Los Angeles County Free Library has some very interesting material. Miss Volgleson, the efficient librarian, reports that 2,103,326 volumes were issued for home use, an increase over the previous year of 23 per cent. The number of registered borrowers reached a total of 103,758. The number of textbooks delivered to schools totaled 142,898. There were 44,548 supplementary textbooks purchased during the year. Number of textbooks withdrawn (mostly worn out), 60,560.

DOCTOR A. E. WINSHIP, who was the luncheon guest of the San Francisco Teachers Association at the Fairmont Hotel recently, and one of the speakers on the C. T. A., Bay Section, program, recently reviewed "The Modern School Readers," as follows:

THE MODERN SCHOOL READERS. The Socialized School Series. Books Five and Six. By Ruth Thompson and Harry Bruce Wilson. With the Assistance of Guy M. Wilson, Ph.D. San Francisco: Harr Wagner Publishing Company.

This Socialized School Series has the social flavor so distinctly developed that the individual books have a genuine lure for all children. There is nothing cold or distant about any of the selections. Every child warms up to the selection in anticipation before he reads it, and the interest is intensified to the end.

There is no selection that is used merely because it is supposed to be in the collection, and none is omitted because it has not been in any other collection. The choice depends upon whether or not every child of that age will get a thrill when it is read.

THE CALIFORNIA TEACHERS ASSOCIATION, Bay Section, held an interesting convention in San Francisco and Oakland, December 18, 19, and 20. Doctor A. E. Winship, Doctor Sission, Fred Hunter, Doctor Burton, and Doctor Pittman were among the principal speakers from abroad. William John Cooper and Helen Heffernan represented the State Department. W. H. Hanlon, Superintendent of Contra Costa County schools, was elected president of the Bay Section for 1929.

WILLIAM JOHN COOPER has definitely announced that he will resign the office of Superintendent of Public Instruction. He feels it his duty to the state, however, to remain until after the Legislature adjourns. There is important school legislation pending that requires attention. There are always bills that should pass, and it is also necessary for some one to stand by and say "Thou shalt not pass!"

On January 12, President Coolidge nominated William John Cooper for the position of Director of Education, Department of the Interior, Washington, D. C. He was recommended by both Senators Shortridge and Hiram Johnson. This is a position with tremendous possibilities for a man of Mr. Cooper's mental attitude. He is not politically minded, but is a constructive, progressive educator with a punch.

His successor will be appointed by the Governor, and under the constitution will serve until December 31, 1930. An election for State Superintendent will be held on the first Tuesday in November, 1930. This does not make the appointment especially desirable to the average school man, who is averse to a campaign for election. However, the man who holds the office would have the edge on the election. There are a number of excellent school men and women mentioned for the position, including Vierling Kersey of Los Angeles, Lawrence Chenoweth, Walter Bachrodt, Arthur Chamberlain, Helen Heffernan, A. J. Cloud, and Roy Cloud.

ON JANUARY 30 a state-wide competitive examination will be held at Los Angeles for a successor to the late Mark Keppel, County Superintendent of Schools. The requirements may be had by writing to Sam J. Chappel, secretary, County Civil Service, Court House, Los Angeles. The judges are Doctor E. C. Moore, Doctor R. B. Von Kleinsmid, W. J. Cooper, Dexter of Whittier, and B. E. Davis, examiner. Thirty per cent will be on written examination, and 70 per cent on education, fitness, and experience. The salary will be $9000 per annum. It is generally understood that H. S. Upjohn, who has been Acting Superintendent, has the edge on the position, as he is especially well qualified in fitness, experience, and credentials.

PREPARATIONS are being advanced rapidly for the third biennial conference of the World Federation of Education Associations

which will be held at Geneva, Switzerland, from July 25 to August 3, 1929. The program is well under way and President A. O. Thomas left for Geneva in December to make final arrangements.

The *American School Board Journal* for January, 1929, has in it many fine illustrations of California School buildings, including San Francisco, San Joaquin County, Santa Monica, and South Pasadena. The price of this issue is $1 per copy. Bruce Publishing Company, Milwaukee, Wis.

BAY SECTION RURAL TEACHERS MEET

By Letha F. Jenkins
Rural Supervisor, Marin County

The rural section of the California Teachers Association, Bay Section, convened in Polk Hall, Civic Auditorium, Tuesday, December 18, at 2 p. m. More than fifteen hundred teachers attended the meeting, which was opened by our chairman, Mrs. Estelle C. Close, rural supervisor of Sonoma County schools.

A rare musical treat, consisting of the singing of Christmas carols, was given us by the boys' glee clubs of the Emerson and Washington schools, Berkeley, Cal., directed by Miss Alpha Bonney and Mrs. Lois Young. These young people were exceptionally well trained, and demonstrated what good teaching can accomplish with very young children. Miss Victorine Hartley, music supervisor of Berkeley, was responsible for providing the program.

Following the musical program, Marvin S. Pittman, director of rural education, Michigan State Teachers College, spoke on the subject, "Wanted, a Rural Teacher." The theme of Doctor Pittman's talk was a challenge to the teachers as to their liking for the teaching profession, and the preparation necessary to succeed in it. He summed this up by saying that teacher skill and child love constitute a really great school. He further impressed upon his audience the serious business of being a teacher, and then elaborated on the teacher's opportunity for service. To quote from Doctor Pittman: "By high precept and noble example, the teacher can take forty of the common stock of humanity and be the cause of every one of them winning on the racetrack of life." He stressed the necessity for the teacher knowing the common things about him so that an explanation of these might serve to give the urge to youth that will make for creative work. After enumerating the many duties of the rural teacher, he concluded his talk by showing how big and important is the job of the rural teacher, and with great emphasis declared that our best-prepared, our best-trained, and our most highly paid teachers should be in the rural schools.

Our last speaker, Helen Heffernan, chief, division of rural education, California, took as her subject, "Individualization of Instruction." She pointed out that the people who still do not believe in individual variation are fast disappearing; that there is no longer the tendency to fashion children after models, because in individual children there are periods of great acceleration and retardation and the grouping of children in all subjects into grades does not solve the problem, especially in the rural school, where there are usually so few in a grade. Miss Heffernan recommends the individualizing of instruction in the tool subjects, which must of necessity be learned by the child's own self. Since the rural school, according to Miss Heffernan, justifies its being through teaching the art of living together, it becomes necessary to provide within the school situations where the children live and work together for the achievement of a common purpose. At this point Miss Heffernan spoke on the merits of a school garden as an illustration of a coöperative enterprise out of which may come excellent social values. Miss Heffernan pointed out the present inequality in the distribution of funds for supervision in the rural and city schools and urged the teachers to get behind pending legislation to remedy this situation.

The following officers were elected for the ensuing year: Miss Stella M. Linscott, rural supervisor, Napa County, chairman, and Mrs. Letha F. Jenkins, general supervisor, Marin County, secretary.

CHARLES H. GRANT WINS FAME IN MARINE ART

The Picture "On Patrol" is a typical illustration of the art of Charles Henry Grant, the Bohemian Club marine artist, and who was the guest and "official artist" on board the U. S. S. *Arizona* of the great fleet of 150 ships that passed through the Golden Gate on February 15, 1925, on its way to Honolulu, New Zealand, Australia, and the South Sea Islands.

Helen Hubbell, in an interview with Mr. Grant for the press, learned that he was especially worthy of this distinctive honor. He had painted, in 1924, the picture of the *Asana*, the flagship of the Japanese navy. The picture was San Francisco's gift to the Admiral. Mr. Grant was again the official artist and painted the picture of H. M. S. *Hood*, the flagship of Admiral Fields, and the U. S. S. *California*, the flagship of Admiral Robinson. These pictures created favorable comment by artists and critics and were presented to Admiral Field and Admiral Robinson. Ex-Senator Phelan, as chairman of the citizens' committee, commissioned Mr. Grant to paint a picture of the U. S. S. *California* for Admiral Coontz.

It was therefore especially fitting that the United States navy should have had this wonderful marine artist as its official guest. In Honolulu, New Zealand, and the South Sea Islands, he was included in all the formal functions as a guest of honor and made many happy, witty, and appropriate speeches.

What Joaquin Miller did for the Sundown Seas in poetry, Charles H. Grant has done in art. What Keith did for the landscape, Grant has done for the pictures of the sea. The New York *Tribune*, in a special article, said: "Charles H. Grant's marines, like the sea air, are exhilarating, stimulating, sometimes inspiring; the dramatic is oftentimes the dominant note, although the romantic and poetic are usually present, especially the latter—his ships sail, clouds float, water moves. He is one of the few big men in marine art."

Mr. Grant resides at the Bohemian Club, San Francisco. He is a member of the Sequoia Club, Bohemian Club, and many other artistic and social organizations.

"On Patrol," by Charles Henry Grant

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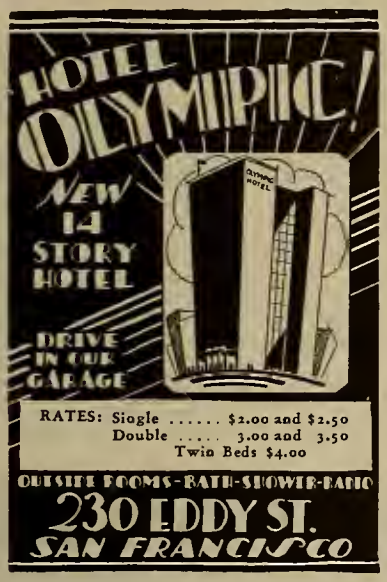

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL

The Rural Supervisor and the County Library

[NOTE: This article is written by request and is based on experiences of county librarians incorporated into a talk given by Mrs. Henshall at the Rural Supervisors' Conference at Del Monte, October 3, 1928.]

THE CALIFORNIA county free library system is only nineteen years old. Supervision of the rural schools of this state is much younger than the county library. Each one is delightfully unhampered by precedent, a condition which gives an excellent opportunity to do constructive work. A general knowledge of the history and aims of the county library will be helpful in working together understandingly.

Until 1909 all the rural population and many small towns of California were without library service. To correct this situation a county library law was enacted to make it possible for the Board of Supervisors of each county to establish a county library to give service to people outside of towns with tax-supported libraries. It was a law modeled after the laws of other states and did not fully meet our needs.

The 1909 law took into consideration only one type of library service, viz., service for rural people comparable to that given by public libraries to city people. In 1911 a new county library law was enacted. This law kept general library service to rural people as its primary purpose, but made it possible for library units which needed help, like small-town libraries, law libraries, teachers' libraries, and elementary libraries to join county libraries.

Each smaller library unit which joined a county library assumed a financial responsibility to the county library for which it received in return a library service which met its particular needs. This has been particularly true of the school districts which have pooled their school library funds with county libraries.

In 1912 seven California elementary school districts joined their county library rather timorously. They weren't at all sure the county library plan would be a success, but with the spirit of pioneers they "took a chance." By comparison with present-day service they received very little—about twice as many books as they could purchase operating independently. The teachers were more than pleased. The news spread from school to school in that county. Later the State Library sent out an organizer to help county librarians and School Superintendents of other counties to give the information to school trustees and teachers.

County librarians and School Superintendents have furthered the work until now practically all of the rural and small-town elementary schools have joined their respective county libraries. To be exact, in the forty-six counties having county libraries there are 2423 school branches. They range in size from the one-teacher schools to town schools with sixty or more teachers.

The simple service asked for by the schools and rendered by the county libraries in the beginning has increased so amazingly that it has brought many problems to be solved. Rural school supervisors can help either directly or indirectly all along the line in the solution of these problems.

A rural supervisor needs to become familiar with the resources of the school department of her county library and also with its collection for community service in order to make the best use of available material. If a county library is only two years old it cannot have the resources of one which has been established for nineteen years.

While it is neither possible nor advantageous for county officials always to make joint visits to schools, it is wise occasionally for a County School Superintendent or rural supervisor and the county librarian to visit schools together. Each gains a better understanding of the work of the other as well as a better personal acquaintance. Mutual knowledge, mutual helpfulness, mutual interest and understanding, and a true friendliness between the school authorities and the librarian are of greater value to the work than can be calculated.

A county librarian of a county where most happy relations exist between the county library and the School Superintendent's office said: "Most of our difficulties in our school service are encountered in matters of finance and policy. For example, persuading the trustees to put an adequate amount in their budgets for the library and trying to establish with the County Board of Education a definite policy regarding the books mentioned in the manual.

The school trustees have the power to budget annually whatever amount is needed for school library funds so long as it is not less than $25 per teacher on attendance basis. If the school trustees give only the minimum amount to all the schools throughout a county or make a small library budget for large schools, the county librarian cannot give the same service that a county librarian can give in a county where the trustees uniformly budget $50 or more per teacher for library funds.

From the very beginning of county library service to schools the idea has been to pool the school library funds of the individual districts, build up a large central school library within the county library, and from that center have the county library circulate the books in order to get the maximum service for the money invested. Interchange of books is essential to the success of the plan. If all the schools use the same supplementary books at the same time, the plan is practically defeated. The rural supervisor and county librarian of one county in California have absolutely systematized the use of supplementary books by segregating its school districts into classes and preparing a schedule for the use of the books to supplement the state textbooks.

Prompt service is made possible by teachers and rural supervisors planning their work ahead and making their plans involving the use of county library material known to the county librarian in time for her to be prepared to fill the requests.

County Boards of Education decide the educational policy of the schools of the county and adopt the supplementary books to be used in the schools. As the county librarian has to purchase these books with the pooled school library funds of the districts which have joined the county library, she should be given an opportunity to estimate the cost of the proposed adoptions before the books are adopted. The school library funds should meet the demands made upon the county library for specialized school service.

Before adopting new items for the manual or dropping old ones the County Board of

Education and the rural supervisors should consult with the county librarian and go over the stock of books and other material. In one county this year thirty-five titles of supplementary books (eight sets) totaling 2937 books were dropped from the course of study and new adoptions were made. Yet almost one thousand of the books dropped in this county were being adopted in other counties.

There is a needless expenditure of school library funds for county librarians when teachers retain books in their schools which are not being used. When a teacher has finished with a set of supplementary books she should return it to the county library and get another set. This keeps her stock fresh and gives other schools the privilege of using books she no longer needs. As rural supervisors visit the schools oftener than the county librarians can visit them, they can help keep books moving by watching the school shelves for idle books.

A county librarian said of one rural supervisor: "He keeps in very close touch with the library and is of great help to us and the teachers. He knows what we have and they need and makes use of his opportunities for our mutual benefit." In speaking of the scope of the service she said: "Last year we sent out from the school department of the county library 44,000 books (about 30,000 supplementary books) and checked in 42,000."

In the beginning of county library service to schools there was no thought of serving large schools. However, the excellent service to small schools caused the districts with a large number of pupils and teachers to request county library privileges. In these large schools it has been found advantageous to have one person at the school look after all the requests or books being returned to the county library from the school, to receive all the books sent out to the schools, and to see that they are received by the person who requested them. It is best to have all the correspondence done with one person. This plan has worked splendidly in a school employing sixty teachers. The work is so systematized that it goes on without any more trouble than in the smallest school.

Since the advent of rural supervisors of special subjects like art, music, and physical education, there has been an increasing demand on the county library for highly specialized material. In one county the supervisor of physical education handles all the phonograph records used for folk-dancing, playing, and exercises. She types directions for her work and pastes them on the covers of the records so the teachers have instructions to use after she has gone. She distributes them to the schools as she sees fit and turns in a statement to the county library about what she has done, although the actual charging and discharging of the music records is done in the county library. This supervisor goes out of her way to take books and messages from the teachers to the county library.

In this same county the county librarian bought several colored prints selected by the art supervisor for her use in teaching art appreciation in the rural schools. A few pictures are added occasionally according to her needs and recommendations. In addition to the pictures the county librarian has built up a very good collection of books recommended by the art supervisor who makes good use of them herself and calls the teachers' attention to them.

The care of school books is one of the ever-present perplexities of county librarians. An unnecessarily large number of school books have to be discarded annually by the county librarians because of lack of care in the schoolroom. In a few counties the county librarians, rural supervisors, and teachers have worked together to instill a right attitude toward books in the minds of the children.

Praise of well-cared-for books in a child's desk is an incentive to extend that care to the classroom collection, the maps, globes, charts, pictures, and music records.

Children's games such as marbles, tops, and ball are not conducive to clean hands. Too often the children go directly from their games to their classrooms without washing their hands. Of course, soiled hands mean soiled books. The children can be taught a practical lesson in hygiene by requiring them always to wash their hands before entering the classroom.

The care of books can easily be correlated with several subjects taught in school. Teaching them that care of books is showing proper respect for public property is a practical illustration in their study of civics. The art instructor can teach them to make bookmarks and use them instead of a lead pencil or turning down leaves.

A certain child who had been lax in his attitude toward public property was required to erase all the lead pencil marks he had made in his books. This bit of discipline had a very salutary effect.

The rural supervisors can be very helpful in assisting in adjusting difficulties which may arise in giving county library service to schools. The rural supervisor should feel free to take the county librarian or the head of the school department into her confidence if there are any complaints concerning county library service to schools. Baseless complaints can soon be recognized and dismissed, but the adjustment of misunderstandings is a very important matter.

The rural supervisors and county librarians of California have an unparalleled opportunity to help in the education of the children of the state.

STATE BOARD OF EDUCATION

The State Board of Education met in regular quarterly session in Sacramento, January 7 and 8, 1929. All members were present except Mrs. Steinhart.

The biennial report of the Director of Education was received and a conference recommended by the director with regard to the purposes of the California Polytechnic School at San Luis Obispo was held. This conference was attended by President Crandall of the school, Assemblyman Jesperson, and Senator Baker. It was unanimously agreed that the school should become a polytechnic school for boys and that legislation should be introduced to carry into effect the recommendations of the Director of Education.

At the request of his attorneys, the case of Godfrey Buglione was postponed until March 22 in San Francisco.

A conference with teachers' college presidents was held at which slight changes were made in the text of Bulletin H-1 concerning the courses of study. The qualifications of members of the faculty were raised and the number of volumes to be in the libraries was increased from ten thousand to fifteen thousand, effective September 15, 1932.

Materials submitted by authors and book publishers for consideration as state textbooks in reading for grades one, two, and three were formally received and referred to the Curriculum Commission for report at the March meeting.

The following conferences were approved:

1. Conference of public school music supervisors and teachers, to meet in San Francisco, March 25, 26, and 27.

2. A conference of public school supervisors and teachers of art, to meet in Los Angeles, April 19 and 20.

3. A conference of the Drama Teachers Association, to meet in Berkeley, March 25 and 26.

Mr. Sam Hume was directed to coöperate with interested persons in preparing the programs of these conferences, and the following members of the State Board were officially designated to attend: Mrs. Coolidge, Mrs. Heineman, and Mrs. Short, respectively.

4. A conference of those interested in education of children of migratory workers was called to meet at Bakersfield at a date to be fixed by the Director of Education. Miss Heffernan was made responsible for the program of the conference and President McLane was requested to attend as the board's representative.

5. A conference of registrars for an intensive course of training was called to meet at the University of California, Berkeley, April 11, 12, and 13. Mrs. Evelyn Clement was made responsible for conferring with proper authorities on the program.

6. A teacher-training conference was called to meet at Mills College on April 27 and 28. Mrs. Clement was instructed to prepare the program.

7. A conference of the heads of divisions of industrial education of teachers' colleges was called to meet in San Jose, February 1 and 2.

Assistant chiefs in the division of teacher training and certification were authorized on recommendation of the Director of Education. Miss Ruth M. Eakin was elected to be assistant chief in charge of the Los Angeles office, and Mrs. Evelyn Clement was authorized to appoint an assistant chief in the Sacramento office from a list certificated by the Civil Service Commission.

Renewal of certain contracts for state-printed textbooks in elementary schools was discussed by the textbook committee, but action was postponed until the March meeting.

The textbook committee held a public meeting the evening of January 8 for the purpose of discussing the high school textbook law. F. A. Rice, who was selected as the publishers' representative at the Del Monte conference, and a number of other representatives of publishers attended. Amendments to the present law were agreed upon.

The following persons were granted retirement salaries in the sum of $500 per annum: Anna M. Baker, Santa Rosa; Mary W. Busteed, San Francisco; Mrs. Angie L. Cox and Helena Dimock, Los Angeles; Marie E. Faucompre, San Francisco; John H. Francis, Los Angeles; Elizabeth Hitchens, Mary E. Keating, Alice H. Lalande, and Nettie E. Lipman, San Francisco; Margaret M. Meader, Long Beach; Mary A. Owens, San Francisco; Kate Polsley, Berkeley; Miles E. Valentine, Marysville.

The following persons were granted retiretirement salaries under section 9: Gertrude A. Byrne, San Francisco; Della Hill Chase, San Diego; Mrs. Caroline A. Conover, Los Angeles; Mary A. Hetschel, Oakland; Mrs. Sarepta B. Jasper, Jamestown; Mary H. Manning, Fort Bidwell; Mary McDougald, Oakland; John McHenry, Berkeley; Wm. W. Roscoe, Rio Dell; Lillie F. York, Templeton; Mrs. Annie H. Haskell, San Francisco; Michael C. Long, Los Angeles; Katherine Clark, Gustine.

Respectfully submitted,

William John Cooper, *Secretary.*

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—EDITOR.]

THE RECOMMENDATION of C. C. Hughes, Superintendent of Schools, Sacramento, Cal., that the present method of paying teachers on a twelve-month basis be continued by the Board of Education, is still being considered by the board.

ASSISTANT SUPERINTENDENT OF SCHOOLS J. R. OVERTURF of Sacramento, Cal., and George C. Jensen, principal of the high school, have been appointed to attend the annual meeting of the National Education Association in Cleveland late in February. Consent to the plan was made at the request of Superintendent C. C. Hughes, who gave up his opportunity to attend, stating that he was present at the gathering in Boston last year.

A BOND ISSUE of $30,000 has been voted for a new school in the high school district of Encinitas, Cal.

MRS. IDA THORP has been appointed principal of the Greenfield, Cal., school. Eugene Brown will be instructor in sixth and seventh grades in the school.

A $45,000 HIGH SCHOOL is to be built in Tehachapi, Cal. The school will contain four classrooms, offices, library, supply-room, auditorium, and basement. Provision will be made for future expansion. Heretofore the sixty or more children have had to go to Bakersfield daily to attend the union high school there.

A NEW JAPANESE SCHOOL has been opened in Marysville, Cal. The building cost $8000.

THE GIRLS of the Stockton, Cal., Union High School will be required to wear uniform dresses after the Easter holidays. The style and colors were chosen by the mothers in the district.

A $50,000 ONE-STORY frame school building is to be erected in Hayward, Cal., to take the place of the one that was burned recently.

IMMEDIATE STEPS for rebuilding the school at Buttonwillow, Cal., will be taken, according to Herbert L. Healy, Kern County Superintendent of Schools. The school was destroyed by fire and the cost of rebuilding will be $30,000.

MALIN LANGSTROTH has been engaged by the Manteca, Cal., Grammar School to teach instrumental music two days a week, more than twenty-five students there having enrolled for lessons. He is on the faculty of Riverbank Grammar School, this being his third year as music instructor. He also teaches music in the city schools of Modesto.

MISS NORINE BUCHANAN of the Richmond, Cal., Senior High School, has been elected the new president of the Richmond Teachers Association for the coming year. She will be installed at the January meeting according to Miss Dorothy Hunn, principal of the Pullman School and present president. Miss Margaret Skinner of Roosevelt Junior High School is the new vice president and Miss Blanche Kirner of Stege Kindergarten School is the secretary. Charles P. McLafferty has been named treasurer.

EXPANSION of the nominee system of the Oakland, Cal., public schools to include appointment of teachers from every teacher training institute in the state has been voted by the school directors on recommendation of Superintendent Willard E. Givens. Schools from which teachers will be accepted and the number of recommendations submitted are as follows: University of California at Berkeley, 15; Stanford University, 5; University of California at Los Angeles, 5; Mills, 5; University of Southern California, 5; Chico State Normal, 5; Fresno, 5; Humboldt, 5; San Diego, 5; San Francisco, 5; San Jose, 5; Santa Barbara, 5.

DOCTOR GEORGE C. THOMPSON is now serving his twenty-fifth year as principal of the Alameda, Cal., High School.

ORRIN REYNOLDS, for the past five years head of the manual training department of the Oakdale, Cal., High School, passed away recently from an attack of influenza.

A SECOND FLOOR is to be added to the west wing of the grammar school at Martinez, Cal.

THE LINDEN, Cal., High School opened for the past quarter of a century, has closed its doors and a new building now takes its place. O. F. Barth is principal of the school.

MRS. LYDIA LAWHEAD PASSES

MRS. LYDIA LAWHEAD, chairman of education of the State Federation of Women's Clubs, prominent educator, former teacher, and known throughout the state for her educational interests and work, passed away at her home in Woodland, Cal., December 29, 1928. Men and women of every walk of life, and of many professions, came from different parts of California to attend the funeral and pay final tribute to the woman whose work was known to so many.

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ABOUT BOOKS

FREEHAND DRAWING, by Frances M. Beem and Dorothy Gordon: The course outlined in this book includes lessons on circular and linear perspective, lettering and block drawing, posters, show cards, simple geometric problems, working drawings, color and design, book plates and book covers. It is planned for two semesters' work of the first-year drawing course in high schools. (The Bruce Publishing Company, 354 Milwaukee Street, Milwaukee, Wis. Price 88 cents.)

CONSTRUCTION PAGES to Accompany WORK THAT IS PLAY, by Lura M. Eyestone and Clare W. Roberts: This is a set of delightful busy-work problems that will both please and instruct the child. There are thirteen drawing cards with instructions included. (Ginn & Co., 15 Ashburton Place. Boston Mass.)

WORK THAT IS PLAY, The Pupil's Workbook in Reading, by Lura M. Eyestone and Clare W. Roberts: There are stores of fun as well as education within the covers of this workbook. Complete instructions for use are included. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

TESTS AND STUDY SPELLER, by Daniel Starch and George Mirick: First, second, and third books. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)

EASTERN REVIEW PRAISES MODERN SCHOOL READERS

THE MODERN SCHOOL READERS, by Ruth Thompson; Harry Bruce Wilson, superintendent of Schools, Berkeley, Cal., and G. M. Wilson, Ph.D., Professor of Education, Boston University. Published by the Harr Wagner Publishing Company, San Francisco, Cal.: The series now includes a primer and the other readers in consecutive order up to and including the sixth. It is announced that the readers belong to the "Socialized School Series." They contain "selections of value in realizing the social efficiency aims of modern education." The illustrations are creditable and attractive. The lessons in the primer and first reader are attractive and at the same time have claim to merit as lessons in civic and social efficiency. In fact we believe that they are the best readers in this respect that we have yet seen. The themes of physical efficiency, moral and religious efficiency and avocational efficiency are also given place in the material in all of these readers. In this respect the readers are very commendable. In the preface it is stated that while the readers are "*basic*, they are not a method series of readers." In this respect also the readers have our approval as it seems that the best results are usually obtained by the teacher who is not a slave to some particular method. Interesting study suggestions and exercises are found in the readers. There is in the series a very unique scheme for word study which is well illustrated by the following selection from Book Five:

Mr. Robinson: "What do you mean by saying that Benedict Arnold was a janitor?"

Miriam B.: "The book says that after his exile he spent the rest of his life in abasement."

While biography and travel sketches have a prominent place in the advanced readers, poetry and legend are not neglected. On the whole we consider these readers as a worthwhile contribution to educational literature. —*From Indiana Coöperative School Bulletin.*

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THE WESTERN JOURNAL of EDUCATION

FEBRUARY, 1929

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This list is of book publishers who are advertisers in the SIERRA EDUCATIONAL NEWS. Further details of their publications may be obtained by consulting their advertisements in that magazine.

Whenever possible, buy from the firms who advertise in the magazine which represents the interests of the teachers of California—the SIERRA EDUCATIONAL NEWS.

Directory of School Book Publishers, 1928

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Bradley—Milton Bradley Co.....554 Mission St., San Francisco
Bridgman—Bridgman Publishers.....Pelham, New York
Century—Century Co.....149 New Montgomery St., San Francisco
Churchill—Churchill-Grindell Co.....Platteville, Wisconsin
Compton—F. E. Compton & Co.....60 California St., San Francisco
Crocker—H. S. Crocker Co., Inc.....565 Market St., San Francisco
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Denoyer—Denoyer-Geppert Company.....Drawer B, South Berkeley, California; Box 635, Arcade Station, Los Angeles
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Rand—Rand McNally & Co.....559 Mission St., San Francisco
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Sanborn—Benj. H. Sanborn & Co.....149 New Montgomery St., San Francisco
Scholastic—The Scholastic Magazine.....Wabash Bldg., Pittsburgh, Pa.
School Arts—School Arts Magazine.....424 Portland St., Worcester, Mass.
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Silver—Silver, Burdett & Co.....149 New Montgomery St., San Francisco
Stanford—Stanford University Press.....Stanford University
Teachers—Teachers Co-operative Center.....432 Sutter St., San Francisco
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SOURCE MATERIAL FOR BIRD AND ARBOR DAY

THE LAW REQUIRES that every school in California observe March 7, not as a holiday, but including in the school work of the day, suitable exercises having for their object instruction as to the value of birds and trees and the promotion of a spirit of protection for them. Will C. Wood, former State Superintendent of Schools, in the following outstanding message, told in a few words the whole story of Bird and Arbor Day:

A MESSAGE CONCERNING BIRD AND ARBOR DAY

Many years ago an enlightened citizen of California, anxious to conserve the birds, the trees, and flowers of this state, secured the enactment of a law dedicating the seventh of March of each year as Conservation, Bird, and Arbor Day. He selected the seventh of March because this is the anniversary of the birth of Luther Burbank—a great citizen of California who did so much for the improvement and conservation of plant life.

The law requires all educational institutions to observe this day, not as a holiday, but by including in the school work of the day suitable exercises having for their object instruction as to the value of birds and trees and the promotion of a spirit of protection towards them.

All dwellers in California who really love the state, her wonderful resources, and her wealth of bird life, of forests, of ferns and lovely flowers, will join in the observance of this day in spirit and in truth. Every year witnesses the destruction of vast acres of redwoods, pines, manzanita, and other trees, not only for commercial purposes, but also wantonly because of carelessness in handling fires in the forest. Each one of us, large or small, old or young, can do his share to conserve the bird life and forests which add so much to the beauty of California. Therefore, I earnestly enjoin upon all Superintendents and teachers the holding of suitable exercises on March 7, to the end that California's wealth of flower, forest, and bird life may be conserved.

Yours very truly,

WILL C. WOOD.

Ada Kyle Lynch's book, titled "Luther Burbank, Plant Lover and Citizen," contains this message:

BURBANK'S MESSAGE

Whom do you love among your schoolmates? Not those who throw stones at innocent animals; not those who break and destroy fences, trees, and windows; not those who wish to quarrel and fight; but you do love and respect those who are kind, gentle, and unselfish—the peacemakers.

Weakling cowards boast, swagger, and brag; the brave ones, the good ones, are gentle and kind.

Cultivate kind, gentle, loving thoughts towards every person and animal; and even plants, stars, oceans, rivers, and hills. You will find yourself growing more happy each day, and with happiness comes health and everything you want.

LUTHER BURBANK.

The following quotations and selections of prose and poetry will aid in making up a school program:

ARBOR DAY QUOTATIONS

"What a desolate place would be a world without flowers! It would be a face without a smile; a feast without a welcome. Are not flowers the stars of earth? Are not our stars the flowers of heaven?"—*Mrs. Balfour.*

"Consider the lilies of the field, how they grow; they toil not, neither do they spin, and yet I say unto you that Solomon in all his glory was not arrayed like one of these."—*Luke* 12:27.

"Were I, O God, in churchless lands remaining,
Far from all voice of teachers or divines,
My soul would find in flowers of thy ordaining
Priests, sermons, shrines."

Remember that when you are teaching the children to love beautiful things in nature you are building character.

THE OUT-OF-DOOR BOY

The out-of-door boy is the fellow for me,
Who finds a companion in mountain and sea:
Who likes to go camping, who likes to be near
His good Mother Nature all thro' the long year;
Who never complains when a rough spot is met,
Whose flag at the masthead of honor is set,
Who's strong in his labor and strong in his play,
Who has ambition to better each day.

The boy who loves nature and all that she lends,
And with all creatures living is bound to be friends—
He may be a huntsman or fisher, and still
Be prince of the river and king of the hill.
The out-of-door boy is the fellow for me,
Who betters his pastimes whatever they be;
May he grow in his numbers until every boy
Is an out-of-door scholar, partaking its joy.

—*Selected.*

HOW TO PLANT A TREE

By H. A. GREEN, *Monterey, Cal.*

Since the root tips or last year's roots are the only feeders for a tree, the hole for the reception of one to be transplanted should be double in dimensions, at least, to the outside measurement of the remaining root system. When new roots are sent forth, mellow, fertile soil should be there to receive them. If not convenient to provide special soil, use the surface dirt at hand, since it contains more plant food, and pack the same about the roots, leaving no air spaces. The dirt immediately around the roots must be freed from rubbish.

The smaller the ball of earth retained about the roots of the tree to be transplanted, or the fewer roots saved, the greater the danger of its starvation.

When the root hairs once shrivel they never revive, so pre-

vent their exposure to sun or wind; best keep them covered with something damp.

If any of the roots of the plants are found to be bruised or broken, cut them off slanting, with a sharp knife.

A root system requires a degree of air, so do not bury the tree any deeper than it stood before. Have its upper roots comfortably covered. In planting, hold the tree firmly about where it is to stand and sift clean soil, free from clods, about the roots. Pack carefully but firmly. Should you be planting in the growing season, pour water freely into the hole to more firmly pack the soil, but if the plant is dormant and the soil wet, do not use water.

Prune the top of the tree to a few main branches directly above the buds or even with stem only, in order not to tax the roots, for otherwise the transpiration of water from foliage may be too great a draft for the few remaining root feeders. For older trees, being transplanted, their tops must be balanced with the root measure, favoring the latter.

Many trees die because persons dislike to destroy the beauty or form of a tree by pruning severely, though a handsomer tree is sooner supplied by adequately cutting away branches.

When a transplanted tree starts to grow, water frequently for a time, at least; see that the soil at the roots is continuously damp.

For a tree to grow vigorously it must be supplied with drainage below. Shallow soil, particularly when clayey earth lies beneath, is unfavorable for tree planting. In many places it is necessary to blast out the bottom of a hole, in rock or hardpan, to get a tree to thrive. With sticky subsoil, drainage must be supplied in one way or another. If the ground is sloping, a system of ditches, not less than three feet deep, connecting with each tree hole should be dug. Broken rock to the depth of about three inches should be placed on the bottom and covered with gravel or sand.

Keep the soil around the tree loosened up; don't allow it to cake or crack; also pull out weeds. This will prevent excessive evaporation; it will help matters to use a mulch.

To plant trees on swampy land spread out the roots on the surface of the ground and turn the soil over them, forming a conical mound. This mound should then be covered by moss or inverted sod. Trees with tap roots are not desirable for this way of planting.

In taking seedlings from the wild only take those growing in the open, unshaded, and better select the smaller ones, about a year old.

Unless a ball of earth is maintained about the roots one should, immediately upon taking the seedling from the ground, dip its roots into a vessel containing mud, thus coating them for protection; then keep covered without excluding air.

Trees having an abundance of fibrous roots are most likely to succeed. "What is worth doing is worth doing well!" This particularly applies to tree planting.

HISTORIC TREES

I. CHARTER OAK

In history we often see
The record of a noted tree.
We'll now some history pages turn
And note what trees we there discern:
And foremost of this famous band
We think the Charter Oak should stand.
We love to read the story o'er
How Andrus came from England's shore
As governor in this new land,
And ruled it with a tyrant's hand;
How, when he came to Hartford town
Demanding with a haughty frown
The charter of the people's rights,
All suddenly out went the lights;
And, ere again they reappeared,
The charter to their hearts endeared
Lay safely in this hollow tree,
Guard of the people's liberty.
All honor, then, to Wadsworth's name,
Who gave the Charter Oak its fame.

II. LIBERTY ELM

Another very famous tree
Was called the Elm of Liberty.
Beneath its shade the patriots bold
For tyranny their hatred told.
Upon its branches high and free
Was often hung in effigy
Such persons as the patriots thought
Opposed the freedom which they sought.
In war time, oft beneath this tree
The people prayed for victory;
And when at last the old tree fell
There sadly rang each Boston bell.

III. WASHINGTON ELM

In Cambridge there is standing yet
A tree we never should forget;
For here, equipped with sword and gun,
There stood our honored Washington,
When of the little patriot band
For freedom's cause he took command.
Despite its age—three hundred years—
Its lofty head it still uprears;
Its mighty arms extending wide,
It stands our country's boasted pride.

IV. BURGOYNE'S ELM

When, in spite of pride, pomp and boast,
Burgoyne surrendered with his host,
And then was brought to Albany
A prisoner of war to be,
In gratitude for his defeat,
That day, upon the city street,
An elm was planted, which they say
Still stands in memory of that day.

V. THE TREATY ELM

Within the Quaker City's realm,
There stood the famous Treaty Elm.
Here, with its sheltering boughs above,
Good William Penn, in peace and love,
The Indians met, and there agreed
Upon that treaty which we read
Was never broken, though no oath
Was taken—justice guiding both.
A monument now marks the ground
Where once this honored tree was found.

VI. TREE FROM NAPOLEON'S GRAVE

Within a city of the dead,
Near Bunker Hill, just at the head
Of Cotton Mather's grave, there stands
A weeping willow which fond hands
Brought from Napoleon's grave, they say,
In St. Helena, far away.

VII. THE CARY TREE

I'll tell you of a sycamore,
And how two poets' names it bore;
Upon Ohio's soil it stands.
'Twas placed there by the childish hands
Of sister poets, and is known
As Alice and Phoebe Cary's own.
One day, when little girls, they found
A sapling lying on the ground;
They planted it with tenderest care
Beside this pleasant highway, where
It grew and thrived and lived to be
To all around, the Cary tree.

VIII. HAMILTON TREES

In New York City proudly stand
Thirteen monarchs, lofty, grand.

Their branches tow'ring toward the sun
Are monuments of Hamilton,
Who planted them in pride that we
Had won our cause and liberty—
A tribute, history relates,
To the original thirteen states.

IX. Recitation for School

We reverence these famous trees.
What better monuments than these?
How fitting on each Arbor Day
That we a grateful tribute pay
To poet, statesman, author friend,
To one whose deeds our hearts commend,
As lovingly we plant a tree
Held sacred to his memory;
A fresh memorial, as each year
New life and buds and leaves appear—
A living monument tree,
True type of immortality.

—*Ada Simpson Sherwood.*

ARBOR DAY

Against our golden orient dawns
We lift a living light today,
That shall outshine the splendid bronze
That lords and lights that lesser Bay.

Sweet Paradise was sown with trees,
Thy very name, lorn Nazareth,
Means woods, means sense of birds and bees
And song of leaves with lisping breath.

God gave us Mother Earth, full blest
With robes of green in healthful fold;
We tore the green robes from her breast!
We sold our mother's robes for gold!

We sold her garments fair, and she
Lies shamed and naked at our feet!
In penitence we plant a tree;
We plant the cross and count it meet.

For this, where Balboa's waters toss,
Here in the glorious Spanish bay,
We plant the cross, the Christian cross,
The Crusade Cross of Arbor Day.

ARBOR DAY

Oh, ye hills, scarred with mines, desolated!
Oh, ye vast shadeless valleys of wheat!
Hear ye not the great words of the poet?
Western winds, speed away, and repeat

To the bared wasted slopes of Sierra—
"Ye shall yet in your children be blessed;
For the signals of love will be lifted
On the mist-laden hills of the West."

Arbor Day! Arbor Day! God be with us!
I see the green banners draw near,
And the rivers long hid in the mountains
In their old stony pathways appear.

Arbor Day on the old Eldorados!
Whose birthright of beauty was sold
When the forests that leaned to the rivers
Made way for the triumphs of gold.

Arbor Day in the wide, rolling valleys!
Where the rivers run silent and deep;
Where the sway of the conquering plowshare
The grove and the hedgerow will keep.

Arbor Day on the hills looking seaward!
Arbor Day by the shimmering bay!
And the forest-bound heights by the ocean
The breath of the tempest will stay.

Arbor Day for the land of my childhood!
Let the child-arms their offerings lend;
For down the green paths of the future
I see the fair children descend.

Shout aloud, all ye long barren ridges!
Sing for joy, oh, my desolate plain!
'Tis the chant of the South Wind proclaiming
The longing and love of the rain!

SUGGESTIONS FOR COMPOSITIONS

1. Why is it important to preserve forests in California? Discuss (1) control of water supply and the flow of streams and rivers; (2) what happens where severe lumbering or fire has destroyed the forests; (3) the necessity for observing certain measures of conservation for the sake of the lumber industry.

2. Make a plan showing what you consider desirable tree, shrub, and flower planting along California highways. Suggest ways of interesting organizations and people to gain financial support to carry out such a project.

3. Write a composition on the verses about birds to be found in the poems of James Whitcomb Riley, the "children's poet."

TREE STUDY

Such questions as the following may be asked:

What color are the leaves in summer?

Are they all the same shade of green?

What do the leaves do in summer? In winter?

What color are the leaves in autumn?

Does each tree have its own autumn color? What color do hickories turn?

Do you know any leaves that do not change color? What do we call them?

If the leaves remain on the tree all winter, do they never fall off?

Why do you like the trees?

Would you like to have your dooryard without trees?

Do you like to go to the woods to play?

Does the grass grow under the trees just the same as it does out in the sunshine?

What gifts does the tree bring to us?

What does the tree give you to eat? Name the fruits. Name the nuts.

To how many of God's creatures does the tree give food? Does the tree help them in any other way?

What do you see in this room that the tree gives to us?

Name everything in the dining-room at home that the tree gives to you.

Tell me all the things you see on the way to school that the tree gives to you.

Name all the things that the tree gives to you that you used when you went away from home on a trip.

Name all the things that you use in one day that the tree gives to you.

Name all the things you ever rode in that are made of wood.

What musical instruments can you think of that are made of wood?

Name five things that you like best that are made of wood.

Name five things that you use most that are made of wood.

What things does the baby use that are made of wood?

What things does grandpa use that are made of wood?

BIRDS

For, if we can fill the plastic minds of growing children with thoughts of the beautiful world of nature, with the fascination of the myriads of wee beasties, more wonderful than a circus, we can so saturate them with the good, that no room remains for the morbid, the undesirable, the vicious. Let us teach them to read roadsides as well as books.—*C. M. Goethe.*

BIRD BIOGRAPHY

What bird is our emblem?
I, said the eagle,
In strength I am regal;
I'm America's emblem.

Who sings on the wing?
I, said the skylark;
From dawn until dark
I sing on the wing.

Whose feathers are downy?
Mine, said the goose,
They're put to good use;
My feathers are downy.

Who builds a hang-nest?
I, said the oriole,
In shape like a bowl;
I build my hang-nest.

Who's pet of the household?
I, said the canary,
A right yellow fairy;
I am pet of the household.

Who's poetry's bird?
I, said the dove,
For I coo of love;
I'm poetry's bird.

Who loves to chatter?
I, said the blackbird,
My harsh voice is heard;
I love to chatter.

Whose legs are long?
Mine, said the crane,
I've more legs than brain;
My legs are long.

Who whistles "Bob White"?
I, said the quail,
Across wood and dale;
I whistle "Bob White."

What bird is handsome?
I, said the jay,
With plumes blue and gray;
I'm very handsome.

—*Alabama Bird Day Book, 1915.*

THE VALUE OF BIRDS

Birds are of inestimable value to mankind. Without their unremitting services our gardens and fields would be laid waste by insect pests. But we owe them a greater debt even than this, for the study of birds tends to develop some of the best attributes and impulses of our natures. Among them we find examples of generosity, unselfish devotion, of the love of the mother for offspring, and other estimable qualities. Their industry, patience, and ingenuity incite our admiration; their songs inspire us with a love of music and poetry; their beautiful plumages and graceful manners appeal to our esthetic sense; their long migrations to distant lands stimulate our imaginations and tempt us to inquire into the causes of these periodic movements; and, finally, the endless modifications of form and habits by which they are enabled to live under most diverse conditions of food and climate—on land and at sea—invite the student of nature into inexhaustible fields of pleasurable research.—*J. Sterling Morton.*

PREPARE EXHIBITION OF BIRD POSTERS

(Correlation With School Drawing)

Illustrate such ideas and slogans as:

1. Hunt birds with a camera.
2. Birds wanted. (Illustration bird houses properly placed.)
3. Free lunch counter.
4. Learn how to attract birds to your home garden. (A food tray; a bird bath; attractively planted trees and shrubs useful for food and shelter.)
5. We help protect the farmers' crops. (Hawks soaring over grain field.)
6. We do our best to keep down the weeds. (Linnet or goldfinch eating thistle seed.)

THEY'RE MOVING IT FROM WYOMING

THE "OLD FAITHFUL" geyser is supposed to be located in the Yellowstone, but the American Crayon Company informs us they are going to move it to Cleveland for the N. E. A. convention, February 23 to 28.

It will be part of their educational exhibit, which has come to be a feature of the convention. Chalks, crayons, water colors, inks, and pastes of every description and kind will be on display and open for inspection. Drawings and articles made with "Old Faithful" school art products will be featured.

SOME PROJECTS for FEBRUARY

A LINCOLN CABIN makes a good subject for modeling. Model the cabin in brown "Milo" "PLASTIC MODELING MATERIAL" and the chimney in gray. The log and ax are also modeled and set in a background of sand and twigs.

"Milo" Plastic Modeling Material is an ideal medium for sandtable and similar work.

The SURPRISE VALENTINE is made as follows: Draw the bird and heart motif on stiff paper. Color it with "CRAYONEX" or "PRANG" WATERCOLORS. Sketch flower Ⓐ on thin paper, cutting along dotted line. Run paste around the edge of the flower and paste it between the birds. Write your message under the flower petals.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The feel of great things is abroad in Imperial Valley.

The Boulder Dam Bill has just been passed by Congress, but already the beginning of a vast movement of peoples into the Imperial Valley has begun.

The seven years of discussion of Boulder Dam focussed the thoughts of many upon the Great Southwest, and the stories of the wonderful fertility of the Imperial Valley whetted the interest. Now, with the promise of safety from flood in sight, the hosts move in.

As in all cases of increase in population, the school man feels the first blow. It is up to him to educate an increased enrollment in the schools with the levies of the previous year. Horace C. Coe, County Superintendent of Imperial County, finds an increased number of children attending practically every school under his supervision.

Imperial Valley is astir. "La Palma de la Mano de Dios" (The Palm of the Hand of God) was never more cultivated. From the vast acreage of lettuce, trainloads are sent east daily. In early February tomatoes brushed with arrowweed are nearly a foot high and already mile-plots of cantaloupes are capped for early growth. Alfalfa fields are being foraged by feeder cattle and the grapefruit groves are coming into bearing.

Business is good. The stores of El Centro, Brawley, and Calexico never looked more prosperous.

"La Palma de la Mano de Dios," the "Hothouse of America," is on the boom. The canals move west to virgin land. Land within the circle of the old canals, heretofore uncultivated, is now being leveled for irrigation purposes.

Long before Boulder Dam is constructed, Imperial Valley will have increased tenfold if the present bubble does not burst, and it should not burst because in no place in this country can such green crops be grown so luxuriantly at the time when the more densely populated parts of the United States are under snow and ice.

During the first of February, the Imperial county and city schools were visited by Miss Helen Heffernan, chief, division of rural education of California; Mrs. Lillian B. Hill, chief, bureau of attendance and migratory schools of California; and Doctor Harvey L. Eby, associate professor of education, University of California at Los Angeles, who is also manager of the bureau of rural life of the California Congress of Parents and Teachers Association. Under the guidance of Mrs. Lura K. Tyler, supervisor of rural schools of Imperial County, and Harry A. Skinner, supervisor of attendance of the same county, the above-mentioned officials visited one, two, three, and five-room schools. B. M. Gruwell, Superintendent of the El Centro grammar schools, and Miss Nora E. Epler, supervisor of the El Centro grammar schools, demonstrated to Miss Helen Heffernan the excellent work done in their city schools.

El Centro will vote soon on a bond issue of $150,000 for a junior college building to be placed on an eleven-acre site that was acquired six years ago. Fifty-eight pupils were registered in the El Centro Junior College this last semester.

The awarding of the contract for the construction of the San Gabriel Dam in Los Angeles County has increased the enrollment in the Glendora city schools to nearly six hundred pupils. The dam site is in the northernmost corner of the Glendora School District, and District Superintendent Wirt C. Williams has the problem of erecting a school at the site or transporting the pupils by bus to Glendora.

The Calipatria schools, under Superintendent C. R. Prince, are up in enrollment. There has been a 25 per cent increase in the high school student body. The Fremont School, under Mrs. Ida A. Jones, and the Bonita School, devoted to Mexican children, in charge of Mrs. Irma M. McCullough, enrolls over five hundred pupils.

Superintendent C. R. Prince of the Calipatria schools has some very interesting figures in regard to transportation expense and bus operations of the past year. During this time Mr. Prince has been computing his transportation data on the "Yearly Summary of Transportation Expense and Bus Operations" blanks of the California Taxpayers Association. The Calipatria Schools had twelve busses in commission this last year, nine of which were in continuous operation. The three extra busses were run three months during the influx of pupils of itinerant crop workers. The average daily carriage of pupils numbered 231, the lowest carried in one trip being 149, the highest 346. These are actual figures. Each bus driver at the end of each trip in or out reports the number carried, not the number of pupils on the route. Passenger rides totaling 78,540 were computed during the 170-day school year. A total of 48,758 miles were traveled by the busses. In calculating the cost per bus mile and cost per average pupil, 6 per cent was figured on investment and 10 per cent depreciation per year on equipment was allowed. Taking these items into consideration, last year's figures showed transportation cost of 18 cents per bus mile and an average cost of $37.50 for each pupil carried. Further facts from the Calipatria bus statistics show that cheap busses and old busses are more expensive to run than

FROM COAST TO COAST

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those higher priced. In other words, a school district would be ahead in the long run if it would discard its busses of cheap price and those on which depreciation is all written off.

B. M. GRUWELL, Superintendent of El Centro grammar schools, favors the County Unit measure. He believes, though, that if the high school district was made the basis of the new unit, most of the objection to the measure would cease. In Imperial County this would mean the forming of six districts—El Centro, Brawley, Imperial, Calexico, Calipatria, and Holtville.

ON FEBRUARY 4, at the Hotel Barbara Worth, El Centro, a meeting was held of the Council of the Imperial Valley Parent Teachers Associations. Presiding was President R. L. Wilson, cashier of the Holtville State Bank, a former Superintendent of Schools in Iowa and South Dakota. Doctor Harvey L. Eby, University of California at Los Angeles, manager of the bureau of rural life of the California Congress of Parents and Teachers Associations, was present, and Miss Helen Heffernan, the assistant manager of the bureau, Mrs. Lillian B. Hill of the California State Department, and Mrs. Lura K. Tyler, Imperial County rural supervisor, also sat in at the conference.

This meeting was the record held in relation to the establishment of the Imperial Valley as a new district of the California Congress of Parent–Teacher Associations. Imperial County and San Diego County now constitute the Ninth District.

Functioning under President R. L. Wilson at Alimitos, Alamo, Bard, Holtville, Jasper, Mulberry, Niland, Seeley, Sunset Springs, Trifolium, Verde, Westmoreland (two), are some thirteen P.–T. A.'s, the minimum number allowed for a separate district.

Doctor Eby outlined the advantages concurrent with the organization of a separate district and the matter was continued for further consideration.

The program for the ensuing months was determined to be that of parental education, as such a desire had been expressed by answers to a questionnaire.

As manager of the bureau of rural life, Doctor Eby expressed appreciation of the excellent work done in the Parent–Teacher associations of Imperial County.

The thought was evident that if P.–T. A.'s could be formed in El Centro, Brawley, Imperial, Calexico, and Calipatria, Imperial County would be organized most strongly, and as such could form a strong district of the California Congress of P.–T. A.'s

B. M. GRUWELL, Superintendent of El Centro grammar schools, and the City Board of Education, are considering the building of a six-room school for Mexican children. El Centro's five grammar schools enroll 1410 students. Three new teachers were employed at midyear in El Centro.

THERE HAS BEEN an increase of 614 pupils in the enrollment at the three Brawley schools—Westside Grammar School, High School and Junior College, and Eastside Grammar School—for the spring semester over the fall semester. Last semester there was an enrollment of 2462 pupils. This semester the enrollment was 3076 pupils.

Dean S. Richmond, District Superintendent of the Brawley grammar schools, has 1921 pupils at the Westside School and 818 pupils at the Eastside School. The Eastside School started this year with three hundred pupils. The increase of over five hundred pupils necessitated the employing of eight extra teachers.

The Brawley High School and Junior College, under Principal Percy E. Palmer, has 337 students. Mr. Richmond and Mr. Palmer of the grammar schools and high school, while in charge of separate units, are carrying on a program of close educational coöperation both in organization of courses of study and in use of plant equipment.

HOMER F. AKER, District Superintendent of the Holtville schools, has been carrying out various projects of value. In the interest of safety first, each classroom wall attendance chart now has accident marks attached to it. Accident marks are checked up both to the one injured and to the person causing the accident. Those rooms going a month without an accident are awarded a pennant for high public safety.

In the development of vocational guidance in the Holtville Departmental School, a census of the pupils' desires in regard to vocations is made each year. The teachers have at hand this census which gives the anticipated higher education, the anticipated vocation, and reason for the anticipated vocation. As the school year advances, each teacher, when opportunity arises, tries to give the student insight into the meaning of the desired vocation and its demands.

Holtville is a community practically all of which is devoted to agriculture. Out of 121 pupils, 7 wanted to be farmers, 17 teachers, 6 electricians, 10 stenographers, 9 nurses or doctors, 2 artists, 1 bookkeeper, 9 civil or mechanical engineers, 8 mechanics, 10 aviators or aviatrices, 5 business men, and 21 miscellaneous.

ALL THE TEACHERS of the Frederick Forrest Peabody School and of the La Cumbre Junior High School, San Diego, Cal., have joined the National Education Association, giving these two schools a 100 per cent enrollment. The present enrollment of the association is 181,000 and a goal of 200,000 members has been set for 1929. The report was made by Principals Eva L. McPhail and W. J. Kircher.

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Conducted by Helen Heffernan
Chief, Division of Rural Education of the State of California.

Doctor H. C. Bryant, director of the Bureau of Education and Research of the Division of Fish and Game, Department of Natural Resources, has drawn our attention to the fact that "Bird Study for California Schools," by Gretchen L. Libby and Harold C. Bryant, is available upon application to the teachers of California. We recommend that with the coming of the spring and the return of many of our bird friends to various California sections this bulletin will be of great value to all of our teachers.

Why Escalon?—Why Woods?

By Mrs. Edna Orr James, *Rural Supervisor of San Joaquin County*

This is a day and age when nothing can be taken for granted. People do much more intelligent thinking than vague wondering. It is an age of questionnaires which demand thoughtful consideration from those whose duty it is to answer them. Even with little children and their many questions, we adults strive to encourage that asset to mental growth, curiosity, rather than to curb it. There is a very grave need that the inquiries the patrons of our schools make about the work that is being attempted by the people in the field shall be clearly answered. Nothing is more important than that there shall be established perfect understanding among us. These people give to us a great trust when they place in our care their greatest treasures—their children. Most sincerely do we desire that they shall know we are appreciative of the honor of this trust. We wish most truly their complete understanding of the work we are attempting to accomplish for the sake of their children.

Hence it is meet and proper that there shall be an effort to answer a question concerning our experimental or demonstration schools that has been asked. The question is: "Why have the schools that are demonstration schools been chosen for such?" In this particular county it would mean, "Why were Woods School and Escalon School chosen?"

Before the question as it stands may be answered, one must consider wisely whether or not he realizes what demonstration schools are supposed to demonstrate and how the new scheme of things varies from former ways and means. No better explanation of what is being attempted can be given than to quote Miss Heffernan's own words on the subject: "What you see in these schools represents not perfection, but a move toward an ideal. We are trying to view education as a development from within rather than as a mere acquisition of knowledge and skill. We value *creative* activities rather than those that merely conform to existing patterns. As completely as possible, responsibility is being transferred from the teacher to the pupil. Above all things, we value the individual. We realize that children differ so completely in physical, mental, social, and educational capacities, experiences, achievements, and rates of growth that no mechanistic organization of education will serve to develop the distinctive personality of each child." Briefly, this is the plan of our experiment, the ideal towards which we are putting forth our efforts.

Modern progressive education is based upon certain objectives which have as their resultant the individual who is being developed along the best lines physically, mentally, socially, morally, and emotionally.

The first need in a school based upon such objectives is a group of teachers with vision. In the child of today they must see the citizen of tomorrow. They must realize the need for keeping up with the trend of educational progress by study, by reading, by all contacts and experiences of movement and growth that these stirring times of change demand. These leaders of children must have thorough understanding and sympathy with child nature. They are to guide children into paths of self-dependence and interest in their own growth. In both of these chosen schools there was a splendid atmosphere of fine coöperation between teachers and pupils.

For the establishment of a school along these progressive lines there was needed as a background for this social and educational situation a community spirit of interest in the school and its growth. The people of both these communities are splendidly appreciative of their schools. Their pride in the attainments of their children in their school life and the growth of the school as an educational center upholds the institution. They are most helpfully coöperative with the efforts of the people in the state and county offices to make of their schools organizations that represent the best that can be given to children of today along educational lines.

Escalon and Woodbridge are communities that are thoroughly progressive in spirit. They have long been aware of the fact that a school plant is symbolic of the spirit of a community. The school plant in both places is well placed, is substantially and conveniently built and equipped, and is most attractive in appearance. There has been careful attention paid to beautifying the grounds and to the provisions of ample space for playground activities. In both places there has been realization of the effect of environment upon the health of mind and body.

The first educational objective is that of health. The demonstration schools are adequate in every way for the development of the physical needs of the child. San Joaquin County's public health organization is nationally known for its efficiency. Its members work in closest coöperation with the school authorities and there is most efficient health supervision under its auspices. The physical education, the nutrition program, including the hot luncheons, the health instruction for wholesome living habits, is carried on with intelligent zeal by teachers and pupils under the supervision of Doctor Seppy and his fine corps of nurses. Especially valuable has been the consideration of the individual needs as shown by the weighing and measuring and the nutrition and rest programs.

The reaction to fine physical vigor is naturally a mental vigor. The children of both of these schools have been used to being held responsible for self-discipline—for carrying on their work in assemblies and in socialized recitations in civics clubs and dramatic and musical activities. There has been much of library reading and reports. The physical training and folk-dancing were admirably organized. They were ready for the plan of individual work and self-dependence in tool subjects and for the group activities in the social subjects. The enthusiasms and fine school spirit of the children themselves were contributing causes for their schools being chosen as experimental centers. They were vitally ready for the carrying on of this sort of a program. To spend a day in either one of these schools would help one to realize with John Dewey that today "School is not a preparation for life. It is life." Each day is a bit of vital experience to these happy youngsters. Their program is an activity program for which individually or socially the children themselves are responsible. Textbooks are merely tools with which to work and the habitual use of reference books and the library is a necessary means to an end. All work is motivated by the child's own desire to accomplish and to progress. Competition is that healthy sort of competing with oneself.

The answer to the question "Why were these schools chosen?" is this: "They were *ready*." Oh, it is a great thing to be ready to take up a new work or a new way of doing the old thing! A fine community spirit backed a corps of teachers with a vision. A fine group of children were ready to do a fine type of motivated responsible work when a program was adapted to individual and group activity. There were school plants worthy of the use to which they were to be put. Back of it all were a County Superintendent and his assistants who had

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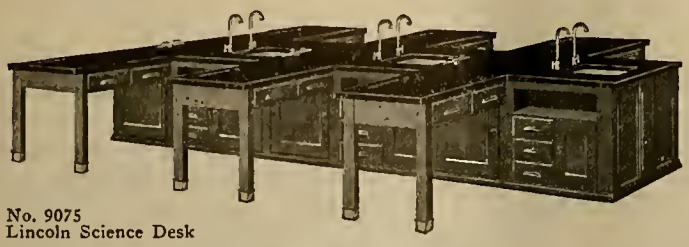

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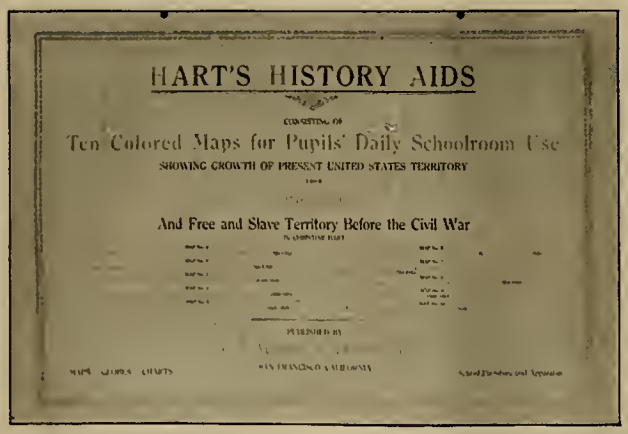

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progressive ideas and ideals and desired to give to the people they served the best for their children.

San Joaquin County people are interested in their schools and these two experimental schools are but the beginning in the work of reconstruction of organization. These two schools are fortunate in meeting so many of the requisite needs of the educational experiment. There are many other fine teachers and groups of teachers. There are some other good school plants. There are many other fine children who are *ready*. There are other communities who have the fine spirit of cooperation.

And back of us all to push us forward is our desire to follow our leader—the one with the clearest vision of uplift—our *chief* of rural education—Helen Heffernan.

May the work go on!

The Social Program at Escalon.

[These projects were submitted by Mrs. Grace T. Pearce, principal of the Escalon Grammar School, Escalon, San Joaquin County. They represent the actual activities carried on by the pupils in one of the state rural demonstration schools.—HELEN HEFFERNAN.]

I. A LIVE CIVICS LESSON

THE CHILDREN of the Escalon Grammar School have for some time wanted a school paper. This year the school is called a demonstration school and activities of the school will be broadcast through the new paper, *The Demonstrator*. The children were eager to choose the editor and an assistant. To do this and to have the children do the choosing, grades five, six, and seven each selected three representatives to run for these offices. The eighth grade was not represented because this grade has charge of a library project which lasts through the year.

For the name of the paper each of the four upper grades submitted three names to a committee. This committee chose three which were placed upon the ballot. The list included "Stepping Stones." "The Eaglet," "Grammar School News," "Loud Speaker," "The Demonstrator," and so on.

The eighth grade volunteered to conduct the election. A committee prepared a roll of the voters from the class registers. All the children served on the election board some time during the day.

Tables and booths were placed in the main corridors on Friday with an election board in charge. The voting began at 8:30 and continued throughout the day at intermissions and at noon. The election rules were enforced and such remarks as these were heard: "Yes, you must sign here." "Please keep in line." "The first booth is occupied"—and so on as children with a little authority can do. After the polls had closed the board counted the votes and posted the results in the corridors.

II. A CHRISTMAS PLAY

I WONDER if we as teachers do not miss the opportunity in our Christmas programs to bring the children the real meaning of Christmas. Do we not dwell too much on Santa Claus and not enough on the person whose birthday we are celebrating?

Try giving a play based on the episodes surrounding the birth of Christ and note the effect on those who take part, on the school, and on the audience.

The eighth grade of our school put on such a play this Christmas. The entire school learned the beautiful Christmas carols and sang them throughout the pantomime. The characters were shepherds, wise men, angels, Joseph, and Mary. During the pantomime the characters moved very, very slowly, since solemnity is the keynote of the whole play and undue haste would mar it. The costumes were traditional and each child took great delight in arranging his.

The children acted and felt as the characters would if given life. There were no lines to learn, few rehearsals, no scenery required, and the entire audience was impressed to the point, in many instances, of tears. We all felt that it was a worthwhile number on the program.

Try it for yourself some time, this "Miracle Play of the Nativity."

III. PROJECT ON SAN JOAQUIN COUNTY MAP

By Miss Lenore Stover, *Fourth Grade Teacher*

It has been said that Californians know their native state and respective counties better than residents of any other state in the union. We at Escalon point with pardonable pride to the knowledge which our grammar students have received about San Joaquin County. Our fourth grade students, about whom this narrative is particularly concerned, study San Joaquin County over a period of six weeks during the beginning of each term.

Interest in the subject was gained through two questions which were written on the blackboard for the children to consider. They were: "Why is San Joaquin a good county in which to live?" and "Why did our fathers come here to settle?"

After a brief discussion the class decided to write the Chamber of Commerce for literature concerning our county which would be modern and up to date. When the literature came we found some maps showing the different soils, productive areas, rivers, etc., which were placed about the room for the children to study.

We then made a brief outline to follow in discussing the county. Our outline included such topics as location, extent, rivers, connections with other towns, means of transportation, industries, other communities in the county, our community and its history.

When we had finished oral lessons on our outline, the class decided it would like to make a map of the county. We talked over the various kinds of maps and their possibilities and decided on the salt and flour map. From a large piece of wrapping paper we cut a pattern. Then we purchased a piece of beaver board three by five feet and drew the pattern on it. The salt and flour mixture was tinted with crushed green chalk, which gave a very pleasing effect. This was applied and left to dry. While it was drying the class decided it would put products and pictures on the map. However, when the map was dry the pupils were so pleased with the outcome they decided to put nothing on the face of the map except the rivers, which were designated by black ink.

One student suggested products could be pasted on the back of the map. From this the idea was conceived to put peep shows in the back and just show the main communities. We then made a more intensive study of the communities, their industries, points of interest, and their products. We finally chose the following communities for our peep shows: Stockton, the county seat; Lodi, the county's leading grape district; Tracy, a large dairying center; Escalon, our home.

The children brought shoe boxes from home for the peep shows. They exhibited genuine enthusiasm and keen delight in making these peep shows. They showed the leading industries and points of great interest in each town. When the peep shows were finished we cut holes about two inches square in the map and the boxes and fastened the shoe boxes on the back of the map. We then painted around the map with black paint to finish the project and set off the map.

We found our geography by this project to be adaptable to other subjects in the curriculum plus an added enrichment.

In our language we wrote letters, paragraphs about our home and community, and had many oral discussions about the different phases of the work. We found it correlating with spelling by learning to spell the name of the county, names of towns, and of rivers. In arithmetic we did problems concerning areas and dimensions. An interesting connection was made in history when it was pointed out to the younger students that the oldest living pony express rider, William Campbell, was residing right in our own midst. Many times during the study of our county we found the opportunity to express ourselves in the drawing class through maps, plans of cities, and with the peep shows which were all constructed by hand.

By this method it will be noted that it was easy to incorporate other subjects with the same interest they were displaying in their geography.

IV. FLOWER GARDENS

By Aura J. Mabrey, *Eighth Grade Teacher*

This year we wanted to do something to put over a real garden project. Lack of space made it impossible to have vegetable gardens. The front of the building had been beautified several years ago by the Parent-Teacher Association with shrubs, trees, and lawn, but the sides and rear had been neglected. The principal, in order to enlist the entire school in this project, assigned each grade a particular plot as near the classroom as possible.

In the rear of the building there is a court which had wonderful possibilities for this very thing, and it was to the eighth grade that this was assigned. After the garden plots had been assigned to the classes, the matter was not carried any farther until the children themselves suggested beginning the work. At the suggestion of one of the class members, the children authorized him to write to a friend of his who conducted a nursery, asking her advice and help in the improvement of the court. She took the matter very seriously, and answered, asking if she might come to school, look at their plot, and confer with them.

The president appointed a garden committee to meet Mrs. Steele and hold a conference with her. A few days later she wrote them, sending a very professional-looking plan of the court with the suggested layout. The garden committee was invited to visit the nursery, where they studied the plants they hoped to purchase. Mrs. Steele treated them exactly as she would a committee of business men, and it was gratifying to hear her good ideas and excellent explanations repeated in the reports the committee gave to the class next morning, and to see the boys repeat her little courteous acts during the next few days.

With the principal's permission, asked and obtained in writing, the plants were ordered and the ground put in order by the boys and girls, who divided into two groups and took opposite sides of the court.

The plants were delivered, planted, and labeled by the children under the supervision of Mrs. Steele. She explained the landscaping and taught them the proper planting and care of the shrubs, some seventy-five in number.

On Roosevelt's birthday the children initiated and planned a ceremony dedicating two Italian cypress trees, one for Roosevelt and one for the American navy. The program was planned by the children and given at recess with any others of the school who wished to gather around as an audience. The reverence and seriousness of the children was charming, as was the spirit of the little girl who, before the purchase of the trees, moved in class meeting that the money to pay for them be taken from the class treasury as it wouldn't be right to dedicate trees that were not paid for.

The money was raised by a candy sale, the candy being made and contributed by members of the class and their friends, and entirely disposed of in one twenty-minute recess. The children bought popcorn and made popcorn balls from a recipe, tripling the money invested. Letters of thanks were written to all friends who had contributed candy, thanking them for their help. The money was sent the nursery by money order, so that the children might have the experience of buying the postal order.

The garden project is still alive. With the balance of the money earned at the candy sale, the class is about to improve the court still further by placing a low concrete curbing about the flower beds. A local contractor, a school trustee, has been asked to help them estimate costs and to direct and advise them in mixing and laying the concrete.

The children's pride in the improved appearance of the court has interested them in the appearance of the entire school yard, and they have voluntarily cleaned and improved the front yard, which was not a part of their garden plot. They have developed a civic pride in the school itself and in the community.

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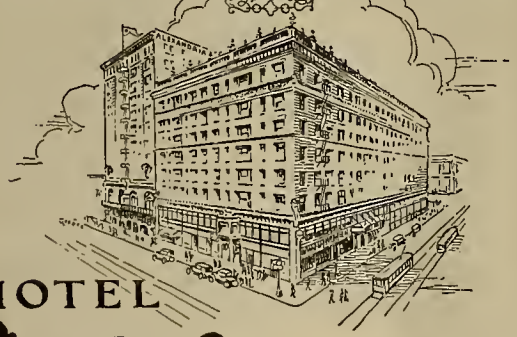

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V. A LIBRARY PROJECT

By AURA J. MABREY, *Eighth Grade Teacher*

THE EIGHTH GRADE LIBRARY PROJECT solved a real problem of the school, and it has furnished an opportunity for real education and growth in a real life situation.

Formerly one of the teachers was always given, in addition to her other duties, the management of the school library, which is a part of the county library. Its management involved much labor in the lending of books to pupils, in the letters which must be written to the county librarian, and in conferences with other teachers regarding their needs.

The opportunity for school service in this line was offered the class by the teacher at the meeting of their Civic Club, and was taken under consideration by the class. In a day or so they decided that they would be able to do the work and entered enthusiastically upon the business of cataloguing and repairing the books on hand and ordering new books. Committees and subcommittees were appointed for these duties by the librarian, and included every member of the class. As new committees are appointed each month, every child has an opportunity to serve at least once on every committee. The first librarian was appointed by the teacher with the permission of the class, lest an unfortunate choice be made. Since that time a new librarian has been elected each month with the other class officers, wisely chosen each time, with no suggestion from the teacher.

The class further divided itself into clubs of from four to six members, these groups to be responsible for the library one week each, under the leadership of the librarian. The members of these clubs were groups of friends who wished to work together. In addition to the library service, these groups have read books together, have dramatized books and stories, and have written and presented original plays. This work has been purely voluntary.

The work is handled in a businesslike manner. The club in charge of the loan desk for the week is on duty before and after school every day. The new-book committee writes letters to the teachers concerning its needs, receives replies, orders new books from the county library, and returns those no longer in use. The publicity committee writes reports of the library activities for the local paper, arranges exhibits for the front hall, and suggests to the class means by which the library can be "sold" to the school. On their suggestion, the class has made posters suggesting books suitable for different ages and groups of children, and given them to the other rooms in the building.

Book Week was handled entirely by the class with the librarian in charge. A program was given at assembly with one of the original plays and two "Radio Book Talks." Contests for pupils were held. Publicity was given worth-while books by means of posters and lists, as well as an exhibit of books. Letters were written the teachers in the building, requesting them to have classes make book jackets and book marks for art problems. The county library and the National Association of Book Publishers furnished valuable material and ideas.

The value of the project cannot be fully estimated. It may be summarized as follows:

1. The work is pre-vocational.
2. Acquaintanceship with and love of books is being fostered.
3. Community service is emphasized.
4. Leadership and coöperation are being developed.
5. Creative work has a real value.
6. Endless opportunities for written and spoken English have arisen—letters with a real purpose to real people who will answer them; news for a paper which friends will read; reports and story hours for younger children who will appreciate them.
7. Finally, there is the satisfaction in each child's heart that comes of doing a worth-while job well.

Rural Supervisors Meet

THE San Joaquin Valley Rural Supervisors Association met in Fresno at the State Teachers College for an all-day meeting on January 18. The meeting was arranged by Miss Esta Aulman, president, and J. W. Canfield of the college. New officers

were elected for the year, including: Jack Byfield, Kern County, president; J. Harl Tener, Fresno County, first vice president; Miss Koontz, Madera County, second vice president; Mrs. Lennice Eyraud, Kern County, secretary-treasurer.

The morning session was devoted to a discussion of the new "Tentative Course of Study in Music for Rural Schools." Miss Josephine Murray, who served as chairman of a committee to prepare the course of study, led the discussion. Mrs. Lennice Eyraud, of Kern County discussed the "Course of Study in Industrial Art." The revised course of study and mimeographed supplements have been made available through the division of rural education of the State Department of Education.

An enjoyable luncheon was arranged by Mr. Canfield. Members of the college faculty joined the rural supervisors for the luncheon hour. A musical program was provided by the college orchestra.

In the afternoon session, President Frank W. Thomas addressed the supervisors. He pointed out that although valuable work had been done on the curriculum in regards to matters of health, we have not carried out our responsibilities to the rural child. During the time of the World War it was found that as large a percentage of country boys were rejected for military service on account of physical unfitness as city boys.

Doctor Thomas spoke of the work of a committee appointed by the California Tuberculosis Association to work on the problem of training teachers to carry on an adequate health program. The committee was confronted by a need of scientific data on the problem to be undertaken. Only through concrete and objective information could a well-developed technique be established by which teachers may be made to feel responsibility for the health of their children. Doctor Thomas bespoke the coöperation of the group in a proposed rural health survey.

Doctor Lang of the Fresno State College followed Doctor Thomas. He said the advantages in rural supervision were twofold: (1) It is new; rural supervision is only ten or fifteen years old and has not as yet built up a lot of cumbersome traditions; (2) deals with young, inexperienced teachers who have not formed poor teaching habits.

The next step in teacher training, according to Doctor Lang, is an apprentice system by which the first two or three years of experience will be a part of the training. Cities have assumed that "practice makes perfect" and so have been unwilling to accept teachers without experience. Practice may also make imperfect, in that poor teaching habits difficult to eradicate may be established during first years of teaching. Cities are now realizing this fact, and many are now taking advantage of employing promising students at the conclusion of the training school period. These students are given scientific training in the particular school system into which they are to fit.

Doctor Lang stressed the need of coöperative follow-up. Rural supervisors should visit the teacher-training institutions and see the program of training. Teacher-training instructors should evaluate their program of training by observing their product in actual teaching situations.

Supervision is fast becoming a distinct profession, said Doctor Lang. Greater professional consciousness is needed. Business enterprises give at least 10 per cent of total salary to their executives for supervision. Schools give about 10 per cent for administration and supervision together. Yet, Doctor Lang pointed out, the results of supervision are indicated in many research studies which show that supervised grades make a gain of 20% over unsupervised grades.

Miss Helen Heffernan, chief, division of rural education, State Department of Education, spoke on the subject "The Articulation of Rural Elementary and Secondary Education." Miss Heffernan's study will be published in these columns in the March issue.

There were about forty members of the association in attendance. Supervisors from Kern, Tulare, Fresno, Kings, Merced, and Madera joined in voting the meeting at the college one of the most profitable and enjoyable ever held.

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NEWS AND COMMENTS

By HARR WAGNER

THE SELECTION of William John Cooper as Commissioner of Education, Department of the Interior, Washington, D. C., is a distinct honor to California and its school system. Mr. Cooper's valedictory, in Bulletin No. S6, expresses appreciation of the promotion and honor in these terms:

> But in the effort to repay California, my work has been so highly evaluated by experts in state school administration that I find myself singled out for service to the nation. In so far as this brings honor and personal distinction, I find myself still further indebted to this, my native state, which provided me opportunity to serve.
>
> My appreciation is here expressed also to those who may have appeared to oppose policies suggested. Their skepticism has led me to subject plans to more critical examination than might have been the case under other conditions, and the discussion which has resulted has not only deepened the interest of the public in its schools, but has disturbed that complacency which threatened to settle upon us—a self-satisfied feeling that is disastrous to all true progress.
>
> Although my address is a far-distant city, I assure you that my interest in the welfare of my native state is undiminished, and you who teach and administer her schools will be ever in my thoughts.
>
> So "good-by" and "good luck" to all who have in their hands the welfare of California's children.

HERE IS A CHANCE to give service in the Philippine Islands. Superintendent Joseph Marr Gwinn announces:

> *Teachers for the Philippines.*—A letter has come from Carl M. Moore, address 2227 Ward Street, Berkeley, who states that he has "been requested to select teachers for the Philippines. These should be college or university graduates with experience. Salaries paid range from $1500 to $2000 per annum. Transportation will be paid to the Islands and half salary en route. Those selected will be required to sign contracts for two years."
>
> Those interested may arrange an interview by writing Mr. Moore at the above address.

MRS. IVY D. OSTROM, chairman of the publicity committee, deserves special mention for the excellent "Early History of Teachers' Organizations and First Year Book of the Teachers' Association of San Francisco." The greeting by Mrs. Ostrom, the greeting by J. P. Nourse, the foreword and contributions by Mrs. M. M. Fitzgerald, Thaddeus Rhodes, Edith Pence, Marjorie Stewart, Genevieve Carroll, Virginia D. Heath, and others, are of special interest. The entire content is fine. The arrangement is most excellent. The letterpress, by the Williams Printing Company, surpasses that of similar publications produced in San Francisco up to this time. The average course of study report and bulletins are a disgrace to the printer's art. It is therefore worthy of comment that the Teachers Association of San Francisco, in producing its Year Book, made a definite contribution to the art of printing.

THE HIGH SCHOOL PRINCIPALS' CONVENTION will be held in Oakland, March 25 to 28. The N. E. A. National Superintendents' convention in Cleveland, February 23 to 28; the City and County Superintendents' annual convention in Southern California, sometime during the first week in October. The Superintendents are asked to vote on Mission Inn at Riverside (Our first choice! Frank Miller is a wonderful host), Hotel Huntington at Pasadena, Catalina Island, and Yosemite. Superintendent Price of Mariposa has sent a formal invitation.

THOMAS J. KIRK, formerly a teacher, Superintendent Fresno County schools, and State Superintendent of Public Instruction of the State of California, once upon a time became peeved at the State Board of Education and, bringing his fist down on the table, said, "You may not respect me, but you've got to respect the office which I hold." During the past eight years a situation has developed in which the men who held the position of Superintendent of Public Instruction were actually bigger than the office. The salary of $5000 per year is less than the men were offered for other jobs. Will C. Wood refused a position that would have paid him $12,000 per year, finally resigning when the state electorate refused to vote into the constitution a change that would have increased the legal power of the office and also the salary. Mr. Wood is now Bank Commissioner at a salary of $10,000 per year and will probably resign sooner or later and accept a banking position at $25,000 per year, or be a candidate for Governor.

William John Cooper resigned a $9000 job as City Superintendent of San Diego to accept a position as Superintendent of Public Instruction at $5000 a year. When the electorate again refused to pass Amendment to the Constitution No. 26, in 1928, providing for changes in the State Board of Education, giving it power to appoint the Superintendent and fix the salary, Mr. Cooper resigned to accept a position as Chief of the Bureau of Education at Washington, D. C., salary $7500 per year. The Governor appoints Vierling Kersey from Southern California, a deputy in the office of the Superintendent of Schools. The San Francisco *News,* in a strong editorial, criticizes the Governor for making the selection on a geographical basis. The statement did an injustice to the new State Superintendent of Schools. The Governor may have thought it good politics to select a Southern California man, but that does not necessarily mean that he selected a politician. In fact, Vierling Kersey is not a politician. He has hardly been sufficiently active in political affairs to make him a successful Superintendent of Schools. There are few school men who are politically minded.

We believe a leader must have the ability to create public sentiment among the voters in order to sustain and maintain our splendid California school system. The reports on Mr. Kersey indicate that he has a pleasing personality, that he is educationally minded and that he has ability to put measures across. This is a case where the office fits the man.

However, there has been an attempt to undersize the state office and the office of County Superintendent of Schools. We hope that someone will come to the defense of the "office." We have fought against changing the law and making the offices appointive, instead of elective. We have, however, changed our minds on account of increase in population, and the complex system of social and civic life. Now, we believe that the betterment of the schools, in many cases, requires the appointive system. The people must realize, however, that teachers with rural experience, actual contact with people, as well as teachers' college training and credits, are necessary to those who superintend, supervise, and govern rural school districts.

In the final analysis men, not laws, make the schools. Adequate salaries are important, but enthusiasm, common sense, and ability to get across are the real measuring sticks of a man's fitness for any job.

FRANCIS G. WICKES has performed an excellent service in "Inner World of Childhood." He has written a book out of the beaten path. He has been unafraid and you will find here and there in the book such iconoclastic statements as the following. (We use the adjective "iconoclastic" with the full un-

derstanding that summer schools, teacher credits, and institutional training, are sacred institutions today to those who have their shoulders to the wheel of educational progress.):

"So much of the real education of young people comes from relationship. It would be well if we could have teachers with more experience of life, even if it meant less of intellectual attainment.

"A plea might be put in here for summer living, instead of summer school, and for such material recompense that will attract a live teacher with a fair method, rather than a dead teacher with a method irreproachably modern."

Arthur Chamberlain, the well-known author, editor, and lecturer, and president of the League of Western Writers, has taken a suite of three fine offices in the Phelan Building, and has issued the following card:

Overland Monthly Moves Its Offices. — The *Overland Monthly Magazine* has removed its offices from the Pacific Building to commodious quarters in the Phelan Building, one of the finest office buildings in San Francisco, centrally located. In connection with the *Overland Monthly* offices are adequate quarters for the League of Western Writers. Adjacent thereto is the office of the California Association for Education in Thrift and Conservation, and of The American Society for Thrift. Mabel Boggess Moffitt, secretary-treasurer of the *Overland Monthly*, and membership secretary and treasurer of the League of Western Writers, will continue to perform notarial services, taking depositions, etc.—*Arthur H. Chamberlain, Phelan Building, San Francisco.*

Richard D. Faulkner, formerly principal of the Horace Mann Junior High School, San Francisco, was presented with a fine oil portrait of himself by the faculty and student body. Mr. Faulkner has had an honorable career as an educator. His work as a schoolmaster was efficient. His outside activities included the secretaryship of the California Schoolmasters Club in the days when schoolmasters wore Tuxedos. He was a special student of California history. He was one of the coördinators on the Herbert Howe Bancroft History, and published a book treating of interesting periods in California history. He was a great friend of John Swett and instituted the movement to have an oil portrait made of John Swett. It is a coincidence that Mary Curtis Richardson, the same artist who made Swett's portrait, also painted Richard D. Faulkner's. A. J. Cloud paid the following poetic tribute on the occasion of presenting the portrait to Mr. Faulkner:

Fair and clear
Is the atmosphere surrounding him;
Not by rude winds blowing
Nor by rain, nor by snow descending,
Is the bright sunshine dimmed for our friend
Richard D. Faulkner,
Who is the friend of boys and girls
And has held before their sight
Over the years
The torch
And spread the Light.

Eliza D. Keith

Eliza D. Keith, principal of the Sherman School, San Francisco, retired on January 31, closing a period of unusual service. Miss Keith was greater than her job as principal. Her activities outside of school work were of special service. We remember her as winner of a cash prize for a temperance story for the *Golden Era* in 1882, as Di Vernon of the *News Letter*, and the vibrant president of the Native Daughters of the Golden West. Miss Keith is a brilliant writer, an eloquent speaker, and now that she has leisure it is hoped that she will take up writing again, and, from her rich experience, enrich the literature of the West.

The retirement from active service of Superintendent Susan M. Dorsey was made the occasion of a fine testimonial of the teachers, Board of Education, and citizens of Los Angeles. Governor C. C. Young, Superintendent William John Cooper, Doctor W. W. Kemp, Mayor Cryer, and many other distinguished people paid tribute to her. The occasion was the presentation of an oil portrait of Mrs. Dorsey by John Hubbard Rich. This portrait is to be in the permanent collection of the Los Angeles Museum of History, Science, and Art. The booklet published to preserve a report of the meeting of January 23, 1929, which took place in the Shrine Auditorium, contained a tribute to Mrs. Dorsey as a friend, by Howard A. Campion; the history of the portrait, by Adele Alice Humphrey; Resolutions by various organizations of the school department, and the program.

The *Sierra Educational News* for February is a number of unusual excellence. From the cover, a scene in Death Valley and a thirsty anti-prohibition sign "9 Miles to Water," to the last page, it is rich in content of news and educational value. The series of "Life Sketches" are real human documents, and Roy Cloud's "The California Legislature" represents an immense amount of intense, careful work and gives the men and women interested in school laws just the information needed at this time.

William John Cooper's Good-by to Bookmen

"Good-by to each of you. I express my appreciation for the high ethical standards which have governed your relationships with the state office. It is my ideal that the representatives of the textbook publishing houses be of such ability and training and conduct their business on such a high level that they may always be regarded as professional colleagues by the ablest men and women in school work. It has been my pleasure to enjoy a personal friendship with probably more of you than has been the case of any of my predecessors in office. These personal friendships, which I may truthfully say have never been imposed upon or taken advantage of by you, are very greatly appreciated and will stand out in my memory as bright spots in my California experience."

CALIFORNIA SPRING BLOSSOM AND WILD FLOWER ASSOCIATION

The seventh annual Flower Show of the California Spring Blossom and Wild Flower Association will be held on April 3 and 4 at Native Sons' Hall, 414 Mason Street, from 10 a. m. to 10 p. m. Admission will be 50 cents.

A Golden Flower Show in commemoration of the eightieth year of discovery of gold in California will be held this year. Gold is to predominate, but all flowers are acceptable.

If the schools of the state that wish to exhibit wild flowers or cultivated flowers follow the following rules, their flowers will arrive at the exhibit in good condition:

Pick buds, not blossoms; place in water overnight or for several hours; wrap each species in damp newspaper; wrap the whole in other newspapers, enclose in a corrugated box, mail "Special Delivery" to The Flower Show, Native Sons' Hall, 414 Mason Street, San Francisco. Mail the packages so they may reach the auditorium by Tuesday, April 2. The sender's address must be on the left-hand corner of the package, so that the postage may be returned to the school or the children.

This year there is a new prize for a wild-flower exhibit. Mr. Allan Chickering will offer a prize for an exhibit by a child showing appreciation of the quality of the flower and also exhibiting the idea of conservation by not having too many specimens of the various species.

For schools there are various prizes for the best exhibits either for individual schools or for the schools of the county as a whole.

In 1928 the best county school exhibit was from Yuba County, which also won a cup in 1927.

The schools which won prizes at the sixth annual Flower Show were: Burdell in Marin County, Del Norte High School, Paso Robles Grammar School, Martinez Grammar School, The Round Valley Union High School, and The Yuba County School.

Spring Term Now in Session

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

County Library Service to Schools

Article by MISS ANNE BELL BAILEY
Librarian, Tehama County Free Library

WORK WITH THE SCHOOLS, which is by far the heaviest part of the service in Tehama County Library, is a joy! There are, however, some conditions tending to enhance this happy situation in which we have the advantage of most of the libraries of California.

To begin with, the schools are rural in the strict sense of the word; the county seat is the real center of the county which brings teachers to headquarters more frequently than in some counties and the offices of the county librarian and the Superintendent are separated from each other only by a hall, the two offices occupying the entire finished space of the first floor (called by some the basement) of the courthouse. This leads to closer relationship between the two offices than in many of the counties where the offices are blocks apart and the busy Superintendent, the rural supervisor, and the county librarian rarely see each other. Few books are sent from this library without advice of the rural supervisor. We are back and forth between the two offices many times during the day.

But our cordial relationship is primarily due to the hearty spirit of coöperation emanating from the office of the Superintendent of Schools and the same spirit among the teachers.

Coöperation, however, must be more than just spirit—and were it not for the amount of money for library purposes ($50 per teacher) allowed by the Superintendent, we might be unable to boast of our pleasant association with the schools.

We are equally fortunate in having a County Board of Education that adopts conservatively and allows the library the opportunity to function somewhere near the mark of efficiency.

When library service to the schools started several years ago as a part of the new county library system, we figured on the basis of past experience that within a period of four years it was safe to say that the schools could be provided with virtually everything they needed (please note that the word used was "needed" not "wanted"); but as the librarians demonstrated what could be done under the new system, demands increased to such proportions that at present in many of the counties it is altogether beyond reason to hope to fulfill requirements that are (shall we say thoughtlessly?) demanded by the adoptions and recommendations of the county boards of education. If funds were twice the amount allowed, it would be impossible to meet the requirements in some counties today.

This problem is probably being somewhat alleviated in those counties where the rural supervisor has a thorough understanding of the aims of the county library, and sympathy for the scheme. Upon her rest great responsibilities—like Gilbert and Sullivan's policeman, "her life is not a happy one." To her is due the standing of the children of the county and the *success of the county library service!* She guides the teacher in her class work, recommends material to be used in the schools, and is in a position to oversee the prompt exchange of material as it is used and needed throughout the county. She can guide the librarian in sending out the material to fit the needs of the different schools and she should be the consultant in all cases where the exact book requested cannot be supplied at the time it is requested.

In Tehama County we attribute our pleasant association with and cordial response from the teachers to the efforts of our rural supervisor. Among other activities she has simplified the distribution of books by means of a chart which tells the teacher at a glance what material she is entitled to during the year.

Manuals are not always read as carefully as they should be, but this chart is so simple it is easier to consult than ignore. Then by means of meetings, the frequent visits of the rural supervisor, and letters from the Superintendent's office, the instructions and recommendations usually buried in the manual are conveyed to the teacher without possibility of becoming out of date.

A new chart is made every year—a feat impossible with the manual. The chart is the visible manual. It is a large cardboard sheet fourteen by nineteen, so printed that it may be hung on the wall and easily read on both sides. The face of the chart is divided in half, one half being devoted to the "districted books"—showing readers to be used under each grade with inclusive dates according to the classification of the school. Schools are classified according to enrollment, the schools being divided so that there is about an equal enrollment in classes A and B. It happens that the four large schools in the country equal the enrollment of all the rest, so Class A includes forty-three schools and Class B only four.

Experience has shown us that rotation more rapid than twice a year is impracticable. When the first charts were planned there were readers to be kept the whole term and some only six weeks. We found at the end of two years that the books for the six-week term were scarcely used. Those using them were slow in returning or late in requesting and the rest of the teachers got along without them. So now there is but one complete change, although there are four readers to be used in each term. At the end of the fall term all restricted books in Class A schools are returned, and in January they are sent to the schools of Class B; likewise all books in Class B schools during the fall term are returned and sent out to the schools of Class A in January. This does not mean that the library is free from book exchanges during the term. There is constant call for material all through the term as in any other county, for there are many books on the chart that do not come under the restricted list. The readers in the restricted list, however, embrace geography, history, science, and health, as well as civics.

In the third grade there are eight readers to be covered during the year by each school.

Class A schools receive during the fall term:
- Modern School Reader, Book 3 (general reader).
- Learn to Study Reader, Book 3 (silent reader).
- Stories of the United States (history).
- Science Silent Reader, Book 3 (science as well as silent reader).

Class B schools receive during the fall term:
- Lincoln, Book 3 (general reader).
- Barnes, Book 3 (silent reader).
- Story Hour Reader, Book 3 (general reader).
- Child Story Reader, Book 3 (general reader).

For the spring term this is simply reversed.

The other half of the face of the chart is devoted to miscellaneous books available for each grade but not classified according to subject, some of them being part of the general collection that may be used for reference.

The reverse side of the sheet is divided into columns reading from left to right: Grade, Literature, History, Geography, Science, Civics, Ethics, Health, English; running from top to bottom, the grades are listed 1 to 8. Thus the subject is boxed according to the grade—as follows:

In the third grade we find after running down the "grade column" to "3rd" that nine readers are listed under Literature, five supplementary readers under History, three supplementary geographies in that column, two science readers in that column, nothing under Civics, and under Ethics directions to consult the librarian for material. The Health column refers to the manual of the county nurse and recommendations therein. Under English, two supplementary language books are listed.

Arithmetic and Spelling are not columnized, for only one series is used throughout the grades, but a footnote is given with directions for purchase of tests. Directions for securing dictionaries, maps, and other apparatus is given here also.

The chart is planned, paid for, and distributed by the Superintendent, but each year the county librarian is given the opportunity to suggest changes and improvements, and all books listed are carefully checked with the library records to avoid possible discrepancies later. This year the county librarian and the rural supervisor worked out the revision of the chart together so that the year started with complete understanding of the aims and limitations of each office.

At the beginning of each year the Superintendent calls a teachers' meeting at which time the policy of the office is explained and all new teachers in the county are invited to meet the rural supervisor in special conference. The proximity of the two offices again simplifies problems here, for the new teachers are at this time introduced to the library, thereby obviating that feeling of strangeness before school begins that deters many teachers from visiting the library as often as they should.

Throughout the year personal contact (so necessary to mutual understanding) is made *in* the library, most teachers visiting at least once a month, as mentioned at the beginning of this article.

Complete understanding of each other's aims is what we are all striving for in this service, and as we survey the work as carried on so pleasantly here, we are made to realize what a tremendous factor in the success of the library service is the Superintendent's office.

Complete understanding, perfect sympathy and tolerance between the Superintendent of Schools, the rural supervisor, the county librarian, and the teachers, spells the millenium in library service to schools.

Notes

The Library Review, edited by Robert D. Macleod of Coatbridge, Scotland, in its winter, 1928 number, gives a very interesting article by Percy Freer, underlibrarian, South African Public Library, Cape Town, on "The South African Library Position." It gives the present status of the libraries of South Africa and tells some of the decisions arrived at the Bloemfontein Conference. Professor R. B. Young presided. Mr. Ferguson and Mr. Pitt addressed the conference and outlined a possible library scheme for library service for South Africa.

The year course of the Riverside Library Service School began December 31 with a full enrollment. This is the second year since the increase of the enrollment from sixteen to twenty-five students. While a greater part of the students are from California, six other states are represented in the list.

The California Library Association will hold its thirty-fourth annual meeting at Sacramento May 6 to 8. The date of the county librarians' meeting will be announced later.

Miss Mary F. Mooney, supervisor of texts and library department of the San Francisco schools, called a luncheon meeting of the junior and senior high school librarians on January 26 at the Women's City Club. The invited guests were Doctor Joseph Marr Gwinn, Superintendent San Francisco city and county schools, and three Deputy Superintendents; Miss Mabel R. Gillis, State Librarian; Sydney B. Mitchell, director of the School of Librarianship, University of California, and Robert Rea, librarian, Public Library of City and County of San Francisco. Every person present responded to Miss Mooney's request to tell about his present position and former work.

Madame Anna Kravtchenko, Commissariat of Education, Department of Adult Education, with headquarters at Moscow, Russia, spent four days of intensive work in the State Library recently. Madame Kravtchenko is greatly interested in the county library system of California and has visited numerous county library headquarters and branches during the weeks she has been in the state. She plans to introduce into Russia the type of library service given by the county libraries of California in so far as conditions there will permit.

During January Doctor A. E. Winship, educational leader of Boston, and editor of the *Journal of Education*, visited the State Library. Doctor Winship has made seventy round trips from Boston to California. He extended this trip to Honolulu, where he addressed an educational conference.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

PHYSICALLY HANDICAPPED CHILDREN in Oakland have educational opportunities equal to other children. This has been revealed in a report from Richard E. Rutledge, director of research and guidance, in charge of special classes for semi-sighted, crippled, deaf, dumb, and shut-in children. There is a sight conversation class for children with defective eyesight; a visiting teacher for shut-ins and crippled children; three classes for totally deaf children; five part-time teachers for children with speech defects; twenty-eight classes for children in need of hand work, and five classes for mentally superior children.

MISS MARJORIE BENGSTON has been chosen to take the place of the late Mrs. Marion Santos as a teacher of the Ripon, Cal., Junior High School. Miss Bengston is well known in Ripon, as she graduated from the high school with the class of 1923. She attended the University of California and graduated last May. This will be her first year of teaching.

A NEW TEACHER has been added to the Monterey, Cal., high school faculty. She is Miss Helen J. Smith of Oakland, and her subjects are English and science. She was recently appointed by Principal J. H. Graves to care for the needs of a larger number of children enrolled in the school.

OAKLAND'S school counseling system, installed for the purpose of advising students from the time they enter junior high school until they graduate from high school, is resulting in greatly increased efficiency, according to Superintendent Willard E. Givens. Students are now being instructed in courses from which they derive the maximum of benefit, as a result of the system. Contact with students after graduation shows that a great majority of them are following activities outlined by advisers.

PLANS FOR AN ADDITION to the Luther Burbank Junior High School, Highland Park, Cal., have been officially approved by the Los Angeles City Board of Education. The addition will be attached to the south side of the auditorium on Annandale Boulevard and will follow the same Aztec style of architecture.

MOUNTAIN VIEW'S new $185,000 grammar school plant in Mountain View, Cal., on the highway, was officially dedicated recently with a very appropriate and impressive program. County Superintendent of Schools Joseph Hancock, dedicated the building. Roger Sherman, chairman of the Board of Trustees, presented the building to the community.

JOHN GRAY IMEL, a member of the staff of the office of the San Diego, Cal., County Superintendent of Schools, has received notification of his election to the presidency of the southern section of California rural school supervisors. Imel is vice president of the State Association of Rural Supervisors; hence the honor of the presidency of the southern section brings a second-time prestige to the rural schools of San Diego County.

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ABOUT BOOKS

Ninth Grade Mathematics, by Flora M. Dunn, Emmy S. Huebner, and John S. Goldthwaite: This book offers a course in constructive geometry, in the simplest parts of algebra, and in arithmetic. The book is designed for those who need a general course as a foundation. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price $1.20.)

Growth of the Colonies, by Ramon Coffman: This is Book III in "The Story of America" and it is designed as a supplementary history reader for children. The material is that of the beginning of certain colonies and includes accounts of heroes in the pre-Revolutionary period. (F. A. Owen Publishing Company, Dansville, N. Y.)

South America, by Harry A. Franck: This is a geographical reader illustrated with many photographs by the author and is one of a series of geographical readers. This author has "the wanderfoot," and has gathered his material first hand. The style is vivid and comprehensive and the material up to date and thoroughly interesting. (F. A. Owen Publishing Company, Dansville, N. Y.)

Tales of Borinquen (Porto Rico), by Elizabeth Kneipple Van Deusen: This is a reader full of colorful material for junior high school students. Past and present life and quaint customs are all told of in the story. (Silver, Burdette & Co., 39 Division Street, Newark, N. J.)

Outdoor Adventures, by Albert E. Shirling: This is an illustrated nature-study reader for lower grades. It introduces the scientific viewpoint while entertaining with true stories of factual values. (World Book Company, Yonkers-on-Hudson, N. Y.)

Reading and Literature, Book III, by Melvin Haggerty and Dora V. Smith: This text is for a modern reading-literature course in junior high school grades. The selections are varied, the outgrowth of literary research, and there are guides to appreciation with emphasis on student's interests. Modern devices and helps are included. (World Book Company, Yonkers-on-Hudson, New York. Price $1.44.)

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THE WESTERN JOURNAL of EDUCATION

MARCH, 1929

VIERLING KERSEY
Superintendent of Public Instruction, California
(See article on page 13)

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Phoenix, Yuma, Coachella, Beaumont, Los Angeles, Bakersfield, Tulare, Fresno, San Francisco, Berkeley, Salt Lake City, Logan, Ogden, Provo, Reno—have passed in a three weeks' review.

As the airplane rides, a short distance; as an auto skips from rut to rut in Arizona, or from icicle to icicle in Utah, or from pavement to pavement in California—rather some space!

The bookmen are the "Weary Willies" of Educational Progress. They hie from pasture to pasture as openings for sales of texts develop. A county adoption, a city adoption, a state adoption, is the essence of sweet sacrifice of educational commercialism.

If Job were living now he surely would have been a bookman—but a faint murmur of protest arises—not a bookman, but a member of a county, city, or state textbook committee, for the patience of Job is required to withstand the importunities of forty textbook salesmen.

Be that as it may, the grapefruit of the Salt River Valley in Phoenix, the golden dates of the Narbonne Ranch in Coachella, the savory trout from the grill in Salt Lake City, are bookmen's compensations otherwise than mental.

The charm of a traveler's life is the meeting of acquaintances unexpectedly. In Phoenix, Ariz., we met Mrs. Frances E. Raymond, Pacific Coast manager of the Gregg Publishing Company, the foremost woman in the textbook business in the United States. Mrs. Raymond was taking a vacation renewing contacts and furthering the sale of her company's books. Phoenix, Mesa, Tucson, Bisbee, were on her itinerary.

Later in the same week, returning to Phoenix from a visit to Superintendent Harold W. Smith of Glendale, Ariz., we met R. D. White, City Superintendent of Schools of Glendale, Cal., and his charming wife and daughter. Mr. White had been called by the federal government to Tucson upon certain matters.

California bookmen drawn into Utah for the State textbook adoptions include the following: Fred W. Bravy, Lippincott; C. W. Roadman, Sanborn; A. H. Morosco, Allyn & Bacon; B. R. Morris, Row, Peterson & Co.; G. F. Barnes, Rand, McNally; W. M. Culp, Harr Wagner, and Thomas Nelson & Sons.

The Utah State Textbook Commission includes nine members, four members ex officio and five members appointive. The ex-officio members are C. N. Jensen, State Superintendent of Public Instruction; George Thomas, president, University of Utah; E. G. Peterson, president, Agricultural College of Utah; Milton Bennion, dean, State Normal School, University of Utah. The appointed members are A. J. Ashman, Superintendent of Schools, Richfield; Mrs. M. F. McHugh, club woman, Salt Lake City; E. M. Reid, Superintendent of Schools, Kamas; T. E. Bartlett, Superintendent of Schools, Eureka, and R. V. Larson, County Superintendent of Schools of Cache County, Logan, Utah.

C. N. Jensen, State Superintendent of Public Instruction of Utah, with the State Legislature in session, is busy with educational bills. Bills have been presented to the Legislature calling for the more equable distribution of school moneys. Equal educational advantages for all the children of Utah are sought by having moneys collected where the wealth is, and expended where the children are.

Utah, with half a million population, has at the University of Utah, Salt Lake City, an institution of more than three thousand students. George Thomas, president of the university, during his eight years of tenure, has shown outstanding ability in the management of the institution's finances in the face of demands increasing faster than the income on account of the larger enrollment each year.

The Agricultural College of Utah at Logan, under President E. G. Peterson and a capable corps of professors, is ranked as the outstanding agriculture school of the Mountain States.

Mrs. M. F. McHugh, member of the Utah Textbook Commission, is the wife of Doctor M. F. McHugh, a noted eye, ear, nose, and throat specialist of Salt Lake City. Mrs. McHugh is very prominent in Salt Lake City club circles and in all movements for the social betterment of the city.

R. V. Larson, Superintendent of Cache County schools, together with the aid of his primary supervisor, Miss Laveta Wallace, is carrying on one of the best county educational programs in Utah.

The Church of Latter Day Saints in Utah has decided to withdraw from the educational field. The church has pioneered education in Utah and now feels that the state public schools are capable of continuing the work. While withdrawing from regular pedagogical work, the church is establishing seminaries opposite the state public schools in which religious educational courses are given. Credit in these courses is accepted for graduation in the public schools.

Leonard F. Collins, Superintendent of Chino schools, has twelve busses in operation this year. Four hundred pupils are collected each day. The Chino territory is ten miles square.

G. M. Hoyt is head coördinator of the division of attendance and employment of minors of the Los Angeles city schools.

Eighty persons are in the department. This number includes all the attendance officers, a staff of eighteen clerks, and six people engaged in junior placement service.

C. O. CASE, State Superintendent of Public Instruction, Phoenix, Ariz., is determining what textbooks will be open for adoption this spring.

THE SALT RIVER VALLEY of Arizona, of which Phoenix is the hub, is attracting many new settlers. Large acreages are being put under cultivation for the first time. Big holdings are being graded so that cotton and alfalfa can be grown under irrigation. Still greater plots are being set out to grapefruit. Arizona people believe that they can compete with the Florida growers in quality of grapefruit.

THE SALT RIVER VALLEY, Arizona, has become the winter home for many herds of sheep. The ranchmen have discovered that it pays to bring the sheep off the mountain ranges in the winter months and build lambing sheds in the valley. For over forty miles practically every alfalfa field is being pastured by thousands of sheep and lambs.

PHOENIX is dreaming of being a great city. It boasts 76,000 population. With Los Angeles fervor, they estimate they will reach 200,000 within five years. Large new hotels are being built and accommodations of every kind are at a premium in the city.

THE PHOENIX CITY SCHOOLS, in charge of Superintendent J. D. Loper, enroll ten thousand children. This system includes the children of the first eight grades. The Phoenix High School and Junior College belong to a union district separate and distinct from that of the city schools.

E. W. MONTGOMERY is principal of the Phoenix High School and Junior College, whose enrollment totals 4000 students—400 junior college and 3600 high school. The high school district is comprised of eleven districts of which Phoenix is one. The present plant is valued at $2,150,000. Recent bond moneys of $625,000 are being spent for high school and junior college units. The plant has an area of twenty-five acres. Of building, there are ten large ones and twelve smaller and two junior college buildings under construction. In a huge stadium building some 75,000 square feet of floor space is utilized for academic pursuits. Mr. Montgomery has been at the head of the Phoenix High School and Junior College since 1925. Previous to that date, he was Superintendent of Schools at Bedford, Ind.

EVERET JOHNSON is research director of the Phoenix city schools and has charge of the city's curriculum work.

THE MESA, ARIZ., SCHOOLS, under Superintendent H. E. Hendrix, enroll 3300 students. Mr. Hendrix is one of Arizona's most outstanding educators and is prominent in the national councils of the National Education Association.

HAROLD W. SMITH, Superintendent of the Glendale Grammar School, Glendale, Ariz., has a school plant built around the unit idea. There is an auditorium building and thirty-four separate buildings, each a classroom. The advantages of this unit system are stated to be those of ideal lighting, ideal ventilation, no corridor disturbances, no disturbances from adjoining rooms, time saved in getting into and out of buildings, fire hazard reduced to a minimum, building plan is flexible—easy to add one or more rooms as needed—cost of construction much less per room than in large buildings, and pupils of various departments more easily kept segregated. The building plan and program is adapted to an outdoor climate. Heat is provided from a central plant. Mr. Smith has one thousand one hundred pupils enrolled in this school with a corps of thirty-two finely trained teachers, most of whom have seen four or more years service in the institution.

R. D. WHITE, Superintendent of Glendale city schools, Glendale, Cal., recently has had a bond election for $725,000 passed by a vote of four to one. The money will be used for the erection of new buildings and for additions to existing plants.

THE TULARE COUNTY RURAL SCHOOLS, under Superintendent J. E. Buckman, will hold their annual spring festival, May 4, at Mooney Grove, a natural park of great beauty, located several miles from Visalia. Maypole dances and a chorus of seven hundred voices will be seen and heard. The direction of the fête is in the hands of the county's supervising forces—Miss Esta Aulman, Miss Johnson, Miss Josephine Murray, Miss Doris Thornely, and Superintendent Buckman.

S. J. BRAINERD, Superintendent of Tulare schools, has a campaign under way for a $100,000 bond election. The money is intended to be used for the construction of a high school auditorium.

THE BAKERSFIELD UNION HIGH SCHOOL AND JUNIOR COLLEGE, under Principal H. A. Spindt, has a student body of 2450, 225 of whom are registered in the junior college. A move of importance this last year has been the establishment of two branch high schools in the union district at Shafter and McFarland. Two $60,000 buildings were constructed at each place. Paul van der Eike, vice principal of the high school, has been placed in charge of supervision of these branches. The first two years of instruction are given and students of the upper grades are transported by bus to Bakersfield, a distance of twenty-three miles from Shafter and twenty-five miles from McFarland. The Shafter branch is petitioning the establishment of third-year courses next year. Mr. George Robinson is the head of the Shafter branch and Miss Edith Fitzgibbon has the same position at McFarland. Sixty pupils are enrolled in each school. As the schools are only eleven miles apart, U. C. Allen acts as teacher of agriculture in both branches. Another branch is scheduled for next year at Tehachapi. In addition Mr. Spindt has seen to the expenditure of $100,000 for a new classroom and auditorium building and there has been a completion of the shop units at a cost of $70,000. Mr. Spindt is in his seventh year as principal, and the Bakersfield High School and Junior College during this time has advanced greatly under his able management.

PROGRESSIVE EDUCATION ASSOCIATION MEETS

THE NINTH ANNUAL CONFERENCE of the Progressive Education Association was held in St. Louis, Mo., February 21–23. Speakers on the program included: Standwood Cobb, Washington, D. C.; Doctor Meiklejohn; Doctor F. G. Bonser, Columbia University, N. Y.; Doctor H. H. Ryan, Ann Arbor, Mich.; Doctor Paul L. Dengler, Vienna, Austria.

Many Californians en route to the Cleveland meeting took the opportunity to visit the demonstration centers in the public schools of St. Louis. The Hamilton School and the John Dewey School illustrated the application of progressive principles to a public elementary school situation. The private schools in the vicinity of St. Louis, the Community School for elementary school pupils, and the John Burroughs School for pupils of secondary grade, were open for demonstration during the day.

Among those who went to the Cleveland meeting in the special California coaches were: Dean Baldwin M. Woods, Dean W. W. Kemp, Doctor Frank E. Hart of the University of California, Miss Helen Heffernan of the State Department of Education, Doctor and Mrs. Hatch, Superintendent J. M. Gwinn, A. J. Cloud, W. C. Nolan, R. F. Gray of San Francisco, A. H. Chamberlain, Paul Stewart, Albert N. Shaw, K. L. Stockton, Robert A. Thompson, F. L. Thurston, George C. Bush, R. E. Rutledge, H. G. Nelson, Merton E. Hill, R. P. Mitchell, G. E. Bettinger, F. V. Routt, C. B. Baldwin, J. G. McNeely, R. D. Lindquist, F. F. Martin, and Mrs. Florence E. Hampton.

DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan

Chief, Division of Rural Education of the State of California.

The Articulation of Rural Elementary and Secondary Education

By Helen Heffernan

Professor William Claude Reavis in a recent publication said: "Large numbers of pupils fourteen to eighteen years of age withdraw from the secondary school every year for no other reason than inability to become adjusted to its procedures and purposes. Many of these might be retained longer in schools if they could be helped to understand themselves, and if work could be provided which they could profitably do and through which they could develop such capacities as they may possess." [1]

In cities, the isthmian service of the junior high school has been invoked as the solution of the pressing and universal educational problem of "bridging the gap" between the elementary and secondary school. To a great extent, unarticulated school systems of eight years of elementary education and four years of secondary education have been welded into a school system which recognizes the essential unity of the education of children.

The junior high school provides a new composite of elementary and secondary education. It provides a transitional educative experience by which pupils may pass from the irresponsible years of boyhood and girlhood to the increasingly responsible age and richer experience of adolescence. It provides a means by which individual differences may be diagnosed. It provides a bridge by which the early adolescent may be wisely guided from the single curriculum of the elementary school to a proper placement among the multiple curricular offering of the secondary school.

Rural education in California is a quarter of a century behind urban education in its emphasis upon the elementary school without any articulation with the secondary school. The junior high school movement has only been felt in the *urban* areas of California. An analysis of enrollment in junior high schools indicates that urban school systems have recognized the necessity of adjusting education to the early adolescent period of child development. An inspection of the sizes of junior high schools (1926-1927) based on enrollment provides these data:

Junior high schools enrolling	*Number of schools*
Below 50	4
51–100	5
101–150	6
151–200	6
201–300	12
301–400	7
401–500	10
501–1000	40
Above 1000	27

It will be seen that only about one junior high school in seven serves a rural community.

To group the pupils who belong in the early secondary unit into *rural consolidated junior high school centers* representing a sufficiently large area to support departmental work and rural vocational classes with adequate laboratory, library, and recreational facilities is the program to which the state and local communities should direct the utmost effort, if a proper educational opportunity is to be afforded those boys and girls who are receiving at present the meager educational offering of the rural school.

Until such time as necessary reorganization may accomplish these desirable ends, it is of the utmost importance to recognize that no matter what artificial classifications may have grown up in our school system through tradition, for the child the school should be a unified educative experience. The elementary teachers secure an immense amount of valuable information concerning the child in his elementary school years. Unfortunately, this information is too frequently in a form which is unusable to those who must guide the child to satisfactory secondary school adjustment. Too frequently no data on this early school experience are recorded and the child enters high school without the skillful guidance which could be based upon such knowledge.

The study of individual differences has revealed that many factors must be given consideration in pupil adjustment. The doctor, the dentist, the nurse, the oculist, the psychologist, the social worker, the teacher all have important contribution to make to an understanding of the nature and needs of the individual child. His physical equipment, his mentality, his heredity, his environment, his social background, his experiences, all enter into the personality he is and into the individual he may become.

"What do you know about your entering freshman class?" was asked of a high school principal by the writer last summer. "I know nothing beyond the names of the eighth grade graduates in my district," he replied. This principal realized that for the first half year or longer he must accumulate information concerning each child. If the incoming student is a problem child, he is probably branded a failure and removed from the rarefied academic atmosphere. The modern scientist–educator needs a cumulative record of the pupil. The difficulty may be in some skeletal defect, in mental inability, in emotional maladjustment, in unsuitable home environment.

In the rural communities, where proper organization through which the gap between elementary and secondary education may be bridged, may be delayed for many years because of ignorance or apathy, a system of child accounting which will provide a basis for scientific educational service to children is an urgent need. In the words of Doctor L. D. Coffman, "it will aid in the solution of . . . difficult and intensely human problems; it will make us conscious of our professional responsibility and of our great opportunity. It will make us see our success not in terms of children sent home, but rather by the number placed on the road to self-recovery and greater achievement."

The writer has recently made a study in an attempt to determine the minimal list of qualities which should be reported by the elementary school to the high school to provide a basis for guidance. It was taken into consideration that no elaborate system of child accounting is feasible in the rural elementary schools. Entirely inadequate facilities obtain in rural schools for any exhaustive medical or psychological examinations. To be suitable for the rural schools, the accounting system must be capable of administration by the teacher, the county school Superintendent, his supervisory staff, and the county or school nurse. It must be capable of interpretation and use by the high school principal and his faculty because in the larger number of rural high schools there are no specially trained counselors.

The following twelve traits were selected as significant qualities upon which information should be accumulated during the child's elementary school experience for use (1) in adapting the educational program to his individual needs, (2) as a basis for curriculum adjustment, and (3) in providing for the child's educational and vocational guidance.

1. *Attendance records*, including data on the days school was actually held, the days attended, times tardy, and transfers in and out of the school system.
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3. *Intelligence quotient*, the ratio of mental age to chronological age based on standard test of mental ability.
4. *Social traits*, including estimates of those qualities which make for effective social relationships.
5. *Family data*, including name, sex, residence, date of birth, size of family, nationality, occupation of parents, and language spoken at home.
6. *Health*, including record of bodily size, general health condition, history of contagious diseases, and immunization.

[1] Reavis, William Claude, *Pupil Adjustment*, D. C. Heath & Co., 1926, p. v.

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11. *Mechanical ability* in manipulation of materials and tools.
12. *Emotional response* as indicated by the individual's general prevailing attitude as: enthusiastic or apathetic; persistent or vacillating; cheerful or morose; reckless or cautious.

County Superintendents were asked which of these items were reported in their counties and which of these items they considered most important. Thirty-five Superintendents responded before the tabulations were made. Later returns did not materially alter the results obtained, which are shown in the following table:

Qualities now being reported	*Per cent reporting*	*Qualities considered important to report*	*Per cent*
1. Educational background	77.14	1. Educational background	68.57
2. Intelligence quotient	54.28	2. Intelligence quotient	57.14
3. Attendance	51.43	3. Social traits	48.57
4. Health	34.28	4. Special interests	42.85
4. Personal attitudes	34.28	5. Health	40.00
6. Social Traits	31.42	6. Vocational plan	37.14
7. Special interests	25.42	7. Personal attitudes	34.28
8. Family data	22.85	8. Attendance	31.42
9. Mechanical ability	20.00	9. Family	25.71
10. Vocational plan	14.28	9. Bodily equipment	25.71
11. Emotional response	11.42	9. Emotional response	25.71
11. Bodily equipment	11.42	12. Mechanical ability	17.28

One Superintendent inserted this note as representative of the program of articulation:

I am sorry to say we are totally lacking in this sort of thing. If a pupil is unusually different from the common herd we call the attention of the high school to such pupil and try to give some understanding of the difficulties. If the pupil is just ordinary he goes to high school with an eighth grade diploma and the eighth grade teacher's blessing. Nothing more.

A lack of sympathy with the secondary school program was expressed by certain other Superintendents:

I am not sure that any of the items you have down will do much to help to adjust the elementary pupil to the high school. I think that what is wanted more than anything else is a reorganization of the high school itself to meet the needs of the pupils coming to it. As it is today, the average high school is adapting the child to its course of study instead of adapting its course of study to the needs of the child. Perhaps some day there will be a realization that the school exists for the children and not the children for the school.

Another Superintendent expresses a similar viewpoint:

I am not certain at this time that a great deal of good would come of such a report in some cases. The high school principal and teacher do not, as a rule, take as much interest in the pupil as do the teachers in the elementary school. This is due, I believe, to the fact that the high school teacher and pupil do not come in contact with each other in the same way. The high school work is all departmental work, and each teacher comes in contact with a great many students and she does not become acquainted with them in the same way that the elementary school teacher does, nor does she in many cases have contact with the home of the pupil.

To the extent that these attitudes are representative of existing conditions, the need for "the cumulative weight of discovered needs" to bring about a "school organization better fitted to the needs of boys and girls" [2] is more apparent.

"One of the greatest aids in the diagnosis of the needs of pupils is an adequate system of records that will bring to each teacher the results of the analysis made by earlier teachers, the accurate records of important data such as date of birth, intelligence-test results, and adjustments made in the pupil's program in the past." [3] The weight of blame placed upon the high school for not adjusting its program to individual needs must be equally borne by the elementary school which does not provide the high school with adequate data upon which such adaptation can be justified.

Some counties have made greater effort than others to provide the high school with necessary data. In particular, Kern County has developed a plan which represents an excellent effort to solve the problem of articulation between the elementary school and the high school.

A beautifully illustrated 65-page book under the title, "Shall I Go to High School?" shows the eighth grade graduate what

2 MORT, PAUL, *The Individual Child,* American Book Company, 1928, p. 28.
3 *Ibid.,* p. 285.

opportunities are afforded by the modern high school. Eighty illustrations give the prospective student a glimpse of activities in the shop, in the classroom, in the gymnasiums, in the laboratories, on the athletic field. The music department, the art department, dramatics, and club work are presented by pictures and text. This manual of information is provided for every pupil about to enter a Kern County high school.

The Kern County plan includes a "Pupil Rating Card" upon which is reported the teacher's general estimate of the pupil's ability, and her judgment concerning his rating in general intelligence, health, effort, mechanical ingenuity, accuracy, initiative, reliability, coöperation, leadership, and physical vitality. A pupil's questionnaire provides the high school principal with the pupil's own statement of his interests, his vocational plan, his ambitions, conditions in his home, and other items significant to proper placement in his educational program and his avocational activities. A student vocational counseling card is begun in the elementary school and carried through the high school.

Contrary to the belief expressed by some of the Superintendents, the high school principals evinced a genuine interest in the problem. One hundred ninety-six of the 238 principals who received the questionnaire responded as shown in table:

Qualities now being reported	*Per cent reporting*	*Qualities considered greatest value to have reported*	*Per cent*
1. Educational background.	51.69	1. Educational background.	59.66
2. Intelligence quotient ...	39.07	2. Intelligence quotient ...	55.46
3. Attendance	21.00	3. Special interests	46.63
4. { Social traits	19.74	4. Personal attitudes	40.76
4. { Health	19.74	5. Social traits	40.33
6. Family.....	18.06	6. Health	37.8
7. Special interests	15.96	7. Family	34.45
8. Personal attitudes	14.7	8. Vocational plan	31.09
9. Bodily equipment	10.54	9. Attendance	21.42
10. Emotional response	10.54	10. { Mechanical ability ..	21.00
11. Vocational plan	9.66	10. { Emotional responses ..	21.00
12. Mechanical ability	7.98	12. Bodily equipment	15.96

Twenty high schools reporting pointed out that having the elementary and secondary schools in their districts under the same administration guaranteed that education would be a continuous process for the child. One principal states the advantages of a single administration:

The gap is bridged in this high school district: education is a continuous process for the child. The ..... Union Elementary School District and the ..... High School District are coterminous. They have the same board of trustees and the same supervising principal. In effect, we have the same conditions as would exist in a small city system. Children pass from the grammar school to the high school largely as a matter of course. Our seventh and eighth grades are organized on the departmental plan and the same teachers of special subjects work in both high and grammar schools, so the grammar school pupils find neither the system of instruction nor the personnel of the faculty altogether strange when they come to high school.

Of course the fault in our organization is obvious: we are still running on the archaic eight-four plan. Any such jolts as do take place in adjusting elementary school graduates to high school conditions are pretty directly traceable to this faulty organization. Only recently we had to consider the case of O——— R——— (aged 15), whose mother said, "I have worked hard to keep O——— in the grammar school until he could graduate. Now I need him to work and help me educate the other children." Obviously the old artificial milestone of grammar school graduation is too prominent in this landscape.

Many principals wrote letters concerning the problem suggested in the questionnaire. Their interest in receiving such reports from the elementary school is illustrated in the following letter:

The elementary schools do not report on any of the students who come to me each year. During the month of May each year, I personally make two or more visits to each elementary school of our district. On the first visit I leave literature for each student to take home with him concerning his course for next year stating that I will return to meet him and his parents on a certain day. These two visits serve to keep me in touch with the students as I have an opportunity of getting personally acquainted with each graduate. It is often the case that I return and give tests to the students if the teacher wishes. We have about forty first-year students each year and I have found that my visits are well worth while from the point of view of "bridging the gap." I would be interested in a standard report form which could be filled out by the elementary school principal each year and sent to the high school principal.

Some high school principals have felt the need for closer articulation so acutely that a definite plan has been established. One principal writes of his plan at length:

Your questionnaire on bridging the gap between the elementary and

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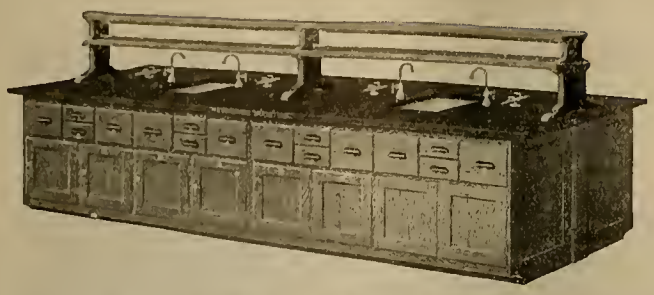

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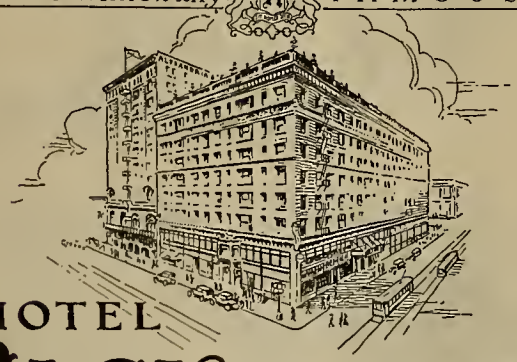

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high schools has interested me; and although I checked the items and returned them in the envelope you sent, I feel that I should give you a more thorough account of the methods we have found so satisfactory here during the last five years.

First. There has always been a fine feeling existing between the grammar school principals and myself, and we have been able to work together for the best interests of the young people, although we have no definite organization for carrying on the work. We have had occasional meetings, but in the main the plans have been worked out as a result of requests and suggestions rather than by organized effort.

Second. The high school has furnished the eighth-graders with information, etc., relative to the high school in several ways. We send representative students to talk to the eighth-graders; we distribute two pamphlets, "Why Graduate?" by Doctor A. E. Winship, and "Why Go to High School?" by Sanders. I also go to each of the grammar schools and talk to the eighth-graders about what they might expect in high school and try to inspire them to attend.

Third. We provide programs at the grammar school when desired by high school students. This stimulates interest in the high school and gives them an idea of what opportunities high school offers.

Fourth. The teachers and principal urge high school attendance and carefully advise eighth-graders relative to high school entrance.

Fifth. Before the end of the term eighth-graders are given opportunity to fill out an enrollment and registration card for the high school, the course of study is distributed to them, and they are given an opportunity to fill out a four-year prospective course with the advice of their teachers and parents as well as the limited advice that I can give them under the circumstances.

Sixth. Some schools have taken advantage of our visiting-day plans which enable the eighth-graders to get acquainted with high school conditions in the spring of the year before graduating from grammar school.

Seventh. We have the grammar school principals fill out for each pupil a confidential report which is entered on the back of our permanent record card, and we obtain from the rural supervisors the cards which give the records of the various tests given during the last four years of grammar school. With this information in hand, I work out during the summer months a program that I advise for each individual. In working out these programs, I take into account the record of their tests, the report given me by their grammar school principal, and the information contained in their prospective four-year course.

The modern viewpoint of education, that our teachers are not teaching classes—they are teaching individuals—calls for an efficient child-accounting system. Only by a systematic method of recording and reporting can we measure the effectiveness of the school in contributing to each individual child's needs.

Government's Colorado River Project in the Schoolroom

By KATHERINE FINCHY, *Principal, Palm Springs, Riverside County*

THE PUPILS of the seventh and eighth grades of the Desert School at Palm Springs, Cal., have in their possession a much prized letter received in December from Washington, D. C., and written by United States Senator Hiram W. Johnson. This letter, which came in response to one written by the pupils, marked the crowning point of a very interesting project based upon the Boulder Canyon Dam controversy.

The project, as worked out by the pupils and teacher over a period of four weeks, had its origin in a civics class. Newspaper reports of the filibuster tactics carried on by the Senate last year to prevent the passage of the Swing–Johnson Bill caused many class discussions which were resumed as school opened this year. This interest was augmented by two facts: First, the authors of this bill were Californians, Philip D. Swing being a representative from our own district. Second, the Colorado aqueduct, a project closely related to the building of the Boulder Dam, was to pass within ten miles of Palm Springs. With such interest already aroused, it occurred to me that this was a good opportunity to launch a school project which would easily carry over into other classes, correlating practically all the subjects. This it proved to do with utmost satisfaction.

Our first step was to gather daily newspaper clippings relative to the subject, mounting them on uniform sheets and putting them in a folder. Thus a consecutive story of Boulder Dam was constructed. Next a letter was sent to the Los Angeles Chamber of Commerce asking for literature. This letter brought a wealth of material including pictures, maps, and statistics as well as real copies of the Swing–Johnson Bill and a leaflet containing the report of the House committee. The latter was especially interesting to the civics class and threw

a new light on a hitherto "dry" subject. A bill became something more than a mere "proposed law."

As the various booklets containing material on the government's project were read, statistics giving costs, measurements, and relative values began to be the common talk of the room. How easy it was at this point to carry the project into the arithmetic class. This we did and solved many problems such as finding the average drop of the Colorado River from source to mouth, finding the total expenditure for flood protection up to 1928, finding the average population per acre in Imperial Valley, figuring the normal flow of the river for one year, finding the total cost of the project, and comparing the cost with that of the Panama Canal. These and scores of other problems were worked out and, needless to say, the arithmetic classes those days were not "dull."

Nothing stimulates the writing of compositions so much as to be "full of one's subject." This was the condition of the pupils by the end of three weeks of reading and discussion, so the English class wrote articles on many phases of the Boulder Dam project. This in turn necessitated something else. One must spell to write a good composition. So a list of fifty words was taken from the reading material and used as a spelling list. This list included such words as topography, hydroelectric, reclamation, desilting, irrigation, expenditure, aqueduct, reservoir, capacity, filibuster, drainage, navigable, etc.

Of course the geography class had its share in this project. They studied and discussed the topography of the land, soil conditions, the domestic and irrigation water supply, the value of the project to various sections, and many other related problems.

Children like to express their knowledge in an objective way. To satisfy this desire in connection with our project, two building programs were carried on. One group of pupils constructed a large relief map of the Colorado River area showing the reservoir, the dam, the all-American canal, and the Colorado aqueduct. This was carefully painted and labeled, resulting in an excellent piece of workmanship giving a comprehensive view of the entire project. All the work was done to scale, giving the arithmetic class another problem to solve. A second group, consisting of four boys, built a large model of the dam itself, including the canyon walls, the dam, the water back of the dam, the spillways, and the power plant.

When four weeks had passed and our project was complete, the pupils wrote a letter to Senator Johnson telling him what they had done and expressing their wish in regard to the passage of the Swing–Johnson Bill. When the bill became a law a few days later there was much rejoicing in the Desert School, and the reply received from Senator Johnson became a great treasure.

Kern County Schoolroom Attractiveness Program

[Here Lennice C. Eyraud, Kern County supervisor of art, tells of various phases of art work as carried out in her school community.]

The most interesting and worth-while art project carried out in our schools this year is the Schoolroom Attractiveness Program. Hostess-rooms were selected in rural and city schools. Dates for visiting were arranged, and letters of invitation sent to all teachers and school trustees.

In arranging this program and in redecorating many rooms, we have discovered:

1. Seeing is believing.

2. Visiting lovely rooms is an incentive to schoolroom improvement.

3. Many P.–T. A. organizations are glad to assist in providing curtains and flowers.

4. Little people do not see pictures hung high on our walls. Pictures should be lowered.

5. Old furniture, including teachers' desks, childrens' desks, little chairs, and sand table may be painted in bright or restful colors and the room transformed.

6. Paper baskets may be painted to carry out a color scheme.

7. Boxes for scissors, chalk, and rulers may be decorated.

Group of toys made from discarded inner tubes by children in the Tulare County schools. These toys are in the traveling art exhibit.

8. Children are happy to do the painting. Cloths and newspapers should be provided.

9. Cupboards for supplies may have attractive curtains or decorated paper panels behind glass doors.

10. Bright colors should be placed in dark rooms, and cool, restful colors in rooms flooded with sunshine.

11. Each room offers its own problem in curtaining.

Green theatrical gauze was used successfully in one room to cut the glare from a white wall opposite.

Oil cloth, crêpe, voile, and cretonne are suitable materials also. Unbleached muslin stenciled with wax crayons, or muslin with a bright-colored border, is good.

In most schoolrooms windows are placed in groups. A long curtain may be placed at each end of the group and a valance across the top of all windows. The cost of curtains for each room will be from $2.50 to $7.

SCHOOLROOM ATTRACTIVENESS

The article on Schoolroom Attractiveness is contained in a chapter taken from the Suggestive Course of Study in Industrial Art for Rural Schools, and may be secured from the state office. The chapter contains most helpful suggestions for all grade teachers.

In the past drab school rooms have accepted dark walls and darker woodwork. Today interest in home decoration embraces schoolroom problems. Manufacturers are placing on the market desks, both for teachers and children, in pleasing greens and grays.

With the lovely paints on sale it is possible to transform old scratched furniture and make rooms bright and attractive. Upon entering a redecorated room one little youngster remarked, "This looks like home." May all of our schoolrooms become cheerful, happy, attractive homes.

TRAVELING ART EXHIBIT

Two years ago at the request of Miss Helen Heffernan, chief, division of rural schools, an exhibit of art material was pre-

pared by the schools of Kern County. This exhibit was sent over the state, at the request of schools and counties desiring it, and used to illustrate the Suggested State Course in Art. The first exhibit was worn out in the good of the art course, and a new exhibit has started upon its travels.

This exhibit was prepared by the Tulare County schools, under the direction of Miss Esta Aulman, general supervisor of schools; the San Diego County schools, directed by Miss Katherine Morrison, supervisor of art, and the schools of Kern County.

The work from the Tulare schools will be very interesting to the general supervisors of the state, because it shows the possibilities of the art course and the art work under general supervision. Miss Aulman is talented herself in art work and deeply interested. Her display is excellent.

The exhibit left the hands of the committee carefully boxed and labeled. Large envelopes contain color sheets, design, primary lessons, posters, and freehand work. The material in each envelope has been carefully numbered to aid in hanging the sheets. This exhibit will become worn in its travels, but its usefulness may be prolonged if it is repaired by the county using it each time before shipping.

In addition to the large sheets, much craft material is in the display. Particularly interesting is the group of toys made from discarded inner tubes. These are shown in the illustration. Toys, weaving, crayon work, basketry, doll houses, and woodwork, are in the big boxes.

An excellent display of soap-carving was sent by Tulare County. A large map of the government buildings of Washington, D. C., fits in the case prepared for it. Soap-carved government buildings, shrubs (made from sponges), and trees are to be placed on this map.

Many books and booklets contain art lessons correlated with other subjects. A large portfolio contains many room borders, prepared by primary classes. These borders illustrate stories and special days. They combine freehand cutting and drawing and are class problems.

You may secure this exhibit for your county by writing to Miss Helen Heffernan.

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ORANGE COUNTY SCHOOLS

V. D. JOHNSON, county publicity director, gives out the following information of the schools of Orange County, Cal.:

During 1928 an even 25,788 young people enrolled as pupils in the schools of Orange County. The elementary schools of the county accounted for 19,275 of this host of boys and girls. The high schools added 4637, the junior colleges 895, and the parochial schools 981. Not all of the more than 25,000 were in attendance at one time, the average daily attendance, according to B. P. Mitchell, County Superintendent of Schools, being 21,754. Teachers to the number of 1127 were employed.

The people of Orange County have expended $11,074,292 in the erection of the spacious, comfortable buildings that house the students. In the public school system there are in the various cities and scattered throughout the rural districts, 102 elementary school buildings representing a cost of $5,619,000. There are fifty-eight buildings in the nine high school groups, representing another $5,000,000. The parochial schools have nine structures built at a cost of $260,000. None of the above figures include interior equipment.

Santa Ana, the county seat, comes first, with 3353 elementary pupils, while the tiny school of Peralta was able to muster only nine. In money value the Fullerton high school plant towers high above the rest, the thirteen buildings and grounds carrying a value of $1,250,000. Other high school plants are located in Orange, $800,000; Huntington Beach, $750,000; Santa Ana, $595,000; Anaheim, $575,000; Tustin, $510,000; Brea-Olinda, $415,000; Garden Grove $175,000; San Juan Capistrano, $125,000. On the other hand, Santa Ana has spent on its elementary school buildings, $823,000.

JUNIOR COLLEGE FACES DIFFICULT PROBLEM

DOCTOR LEONARD V. KOOS, professor of secondary education, University of Minnesota, and author of "The American Secondary School," "The Junior College Movement," and "The Junior High School," has spent three months studying California's provisions for education. In a recent article in *School Life*—"Progress and Problems of Secondary Education in California"—he reviews his findings. There are more public junior colleges and many more students in public junior colleges in California than in any other state. Of the difficult curriculum problem facing the junior college, Doctor Koos says: "Being a local public unit and in its essence and instrument of democratic education, the junior college admits all high school graduates, contrasting in this respect with most higher institutions of the state, which follow some selective basis of admission. The distribution of 'college aptitude' is therefore much wider typically for students in junior colleges than for those in colleges and universities. At the same time these junior colleges have no other curriculum precedents than those provided by the typical higher institution whose curriculum was worked out with selected students and which look to service only to those students who continue beyond the junior college level. Although junior college authorities in California are conscious of the problem and individual junior colleges are turning serious efforts to its solution, analysis of the junior college offering in the state as a whole shows that it is still largely unsolved."

FRED W. COBURN of Campbell, Cal., has been chosen as manual training instructor in the Oakdale, Cal., High School. He takes over the duties of the late Orin Runnels. Coburn recently took courses at the State University, Davis, Cal., and at the San Jose State Teachers College. He is a graduate of the Kansas Agricultural College.

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NEWS AND COMMENTS

By HARR WAGNER

VIERLING KERSEY, the successor of William John Cooper, has issued Bulletin No. S7, in 29-30 series. It is his first bulletin and is naturally examined with a critical eye. There were none of our Superintendents of the past, excepting John Swett, who equaled the graceful literary style of Edward Hyatt. Will C. Wood was vigorous, clear, and definite in his command of English. William John Cooper was of the same type, but the content in what he wrote always brought a tendency to argue on the other side. He should have been a dialogist like Bernard Shaw or Plato.

We are delighted that Superintendent Kersey does not italicize "personnel," but adopts it as a good English word. The entire plea of the "Greetings" is for a proper understanding of the relationship between the county, city, district superintendents, and high school principals.

The following sentence is a fair sample of his literary style: "We hope to maintain a highly sensitized relation to the various educational attitudes which are generally prevalent throughout the state so that we may be always urging the best of professional activity."

He gives a fine example of definite and clear understanding English in his paragraph on "Election of School Trustees," "Horace Mann," and "Adult Education Summer School."

" " "

"BOOKS AND NOTES OF THE LOS ANGELES COUNTY FREE LIBRARY" for January is a seasonal publication. It would not be if published in many places. For instance, "The Lure of the Garden," and the books listed, would be out of season in Massachusetts. The Otis Art Institute furnished the attractive design "Lure of the Garden" for the cover. Miss Helen Vogleson and her staff of efficient assistants have been receiving much favorable publicity on the splendid service rendered to the schools and the people of Los Angeles County.

"Knowledge by the Truck" is the title of an attractively illustrated article describing how books are hauled by trucks over mountains, across deserts, and through large cities to various communities. A fine map is presented showing how the library trucks radiate from the Los Angeles County Library as a center to all parts of the county.

" " "

JOSEPH MARR GWINN, in his Bulletin of March 9, copies the following from the Kansas City *School Service Bulletin.* It is good reading for the tired teacher on a warm April day when she is longing to be out among the flowers, the birds, and bees, and the children are tired and troublesome:

If an Agassiz finds pleasure in digging among fossils in order that he may interpret the great story of prehistoric life; if a Thoreau by Walden Pond is delighted with his study of bugs and beetles; if a John Burroughs on his little patch of ground in the valley of the Mohawk glories in his life among the birds and bees; if a Luther Burbank is enraptured with his work of transforming a worthless desert cactus into edible fruit or in producing a sweeter rose or a fairer lily; if these and other workers, whose names are legion, revel in the love of their work—then by what term shall we designate the joy that should be the teacher's, who works not with mere fossils, nor with bugs or beetles, nor with birds, bees, or flowers, but with the child, who is at once the most complex, the most plastic, the most beautiful of God's creation? Yes, it's a wonderful thing to be a teacher; it's a great thing to teach school!

" " "

MISS MYRTLE CARNES of Stockton, the well-known primary supervisor of the city of Stockton, is arranging to conduct a tour through Europe via the Mediterranean. Miss Carnes conducted a very successful and delightful tour in 1927. For particulars address Miss Myrtle Carnes, Stockton, Cal.

" " "

JAMES FERGUSON, principal of the Jefferson Union High School of Daly City, Cal., has arranged to conduct an excursion to Europe. There are a number of leading universities giving credit for European travel. Mr. Ferguson's group will deserve more than ordinary credit. He has planned a trip across the Atlantic, through the Mediterranean to Naples, then to all the important landmarks in Europe. Mr. Ferguson is an experienced traveler, has a fine historical background, and a keen sense of humor. See his announcement elsewhere in this issue.

" " "

DOCTOR A. E. WINSHIP, the editor of the *Journal of Education,* is an opportunist. He believes everybody is good or trying to be good, and he has a happy way of saying very delightful things about the people he has met. He puts an afterglow on one's ego, sunshine in the heart, and makes one a little better for having lived. Here are his comments in the *Journal of Education* of February 25 about the editor of this paper:

Harr Wagner, creator and president of the Harr Wagner Publishing Company, San Francisco, occupies a unique position, personally and professionally, in the state. A native of Pennsylvania, an adventurer in Mexico when there were real adventures in that country, a County Superintendent, San Diego, California, a progressive leader professionally in press and on the platform, he became a socio-civic leader in the metropolis of the Pacific Coast several years ago.

No other educator has had the same intimate relation to literary and dramatic leaders that he enjoys. He created the "Sequoia Club," the rendezvous for a quarter of a century of those who enjoy the comradeship of talented men and women in various professions.

The Western Journal of Education, of his creation, has a personality which has brought to its support, and to the support of his wide range of books, a loyalty and devotion such as few school men enjoy.

In the many visits to the coast the comradeship of Harr Wagner and his friends has been a joy anticipated and realized more and more as the years come and go.

" " "

OWEN C. COY, Ph. D., director of the California State Historical Association, has compiled and edited a Pictorial History of California. It consists of several hundred full-page illustrations, size 8 x 11, with historical notes. It is published by the University Extension Division of the University of California. The work is well done and it is the best collection of California historical pictures available. Mr. Coy is a devoted student of California History and has created much interest by his lectures, teachings, publications, and organization.

" " "

HERMAN PRICE, manager of the pencil department of the Dixon Crucible Company of New Jersey, recently visited California. The company Mr. Price represents manufactures the famous Ticonderoga and other pencils that are used extensively in the public schools. Lloyd Wagner, with offices in the Board of Trade Building, San Francisco, is the Pacific Coast representative.

" " "

LEON FRICKE, the general manager of C. F. Weber & Co., 609 Mission Street, the largest school supply house on the Pacific Coast, has recently returned from the East. He attended the convention of the National School Supply Association in Chicago and made a number of speeches, looked up the big manufacturing concerns connected with his business, and incidentally attended Rotary in various cities. It is a great convenience and a special service to have an establishment of high ethical

standards like C. F. Weber & Co. supplying the needs of public and private schools.

Book Notes

Robert Wells Ritchie, the well-known newspaper man formerly of San Francisco, has written a book entitled "The Hell-Roarin' Forty-Niners." It is a book of three hundred pages. There are some excellent illustrations and chapters on Rough and Ready, Grass Valley, Nevada City, Ghost Towns, etc. The book is published by J. H. Sears & Co., New York, and for sale by booksellers. Price $3.

"The Story of Literature," by Sidney Gunn, published by J. H. Sears & Co., New York, price $3.50, presents literature in its relation to the human race. There are chapters on the literature of twelve leading nations from the Oriental to the English and American. It is a well-written book and attractive both in the quality of printing and binding.

Row, Peterson & Co., represented in California by B. R. Morris, 149 New Montgomery Street, San Francisco, has some new books that for excellent content, attractive binding, and effective illustration are unsurpassed. The Mother Nature Series, by Dunn and Troxell, consist of "Baby Animals," "By the Roadside," and "In Field and Forest." These books are for the primary grades. Another series is called "History Stories of Other Lands," which includes "The Beginnings," "Tales of Long Ago," "Tales From Far and Near," "Lord and Vassal," "The New Liberty," and "The Modern World." These books are by Arthur Guy Terry. "The Story of Our Nation," by Barker & Webb, is unusual in its attractive binding, in its pictures, in its type size, and in that indescribable quality called "feel," approaching as near perfection as the art of bookmaking will permit.

Henry Meade Bland is now the Poet Laureate of California. It is a special honor conferred for meritorious work in creative poetry. No salary or emolument of any kind is given by the state to the one holding the position.

Mr. Bland has been for many years a professor of English in the State Teachers College at San Jose. He has been a special promoter of California literature and writers.

The Henry Meade Bland Poet Laureate Association has recently issued a book of forty-seven of his best poems. Mr. Bland was endorsed by James D. Phelan, Edwin Markham, John Richards, David Starr Jordan, Ruth Comfort Mitchell, Ednah Aiken, and many others. The booklet contains a letter of sincere appreciation from George Sterling.

A Great Actor

Walker Whiteside, who is booked at the Columbia Theater, Eddy Street, near Market, San Francisco, beginning March 18, is a great actor. "The Royal Box," by Alexander Dumas, is a brilliant drama and will afford an evening of most delightful entertainment. Students of the drama should not fail to see and hear Walker Whiteside and his excellent company. The play and the actor will have a special appeal to the readers of this Journal.

The Teachers' Retirement Salary Bill is having some difficulties at Sacramento. The investigation and research of the retirement legislation was given careful study by the various committees. It was a nation-wide study. The conclusions were fashioned into a bill, and submitted, asking an increase of from $500 to $900 per annum. The Rochester Bill asking for $1200 per annum and making the teachers already retired eligible to the increase of from $500 to $1200 is sponsored by a large group of Southern California teachers.

In San Francisco, where the city provides a retirement salary of from $900 up, per annum, this would give the grade teacher $2100. This is the day, of course, of large salaries, big earnings, easy money in the stock market, expensive education, wide travel, and so it is not feasible to talk from the taxpayer's standpoint, except the tax is based on income or inheritance and then the prosperous state could act without limit. In the meantime, it seems advisable that agreement on the part of the teachers promoting the retirement salary law should be made and an adjustment of differences should be brought about that will meet the approval of the lawmakers.

OUR NEW SUPERINTENDENT OF PUBLIC INSTRUCTION

Vierling Kersey, new California State Superintendent of Public Instruction, was born in Los Angeles; age 38; the son of Richard W. and Abbie L. (Brewer) Kersey; attended Los Angeles High School; graduated from Los Angeles Polytechnic High School and Los Angeles State Normal School (University of California at Los Angeles); completed work at University of Southern California, A. B., 1916, M. A., 1921; married Flora M. Hommer of Los Angeles on November 21, 1908; children: Myrtle Evelyn and Vierling, Jr.

Mr. Kersey was engaged as a high school teacher from 1911 to 1914; high school vice principal, 1914 to 1918; high school principal in 1918 and 1919; director continuation education from 1919 to 1923; became Assistant Superintendent of Los Angeles City Schools in 1923 and has occupied that position since that time.

He is a member of the lecture bureau of the University of California; was instructor at summer sessions of that institution from 1921 to 1924; at the University of Southern California from 1921 to 1928; and at Leland Stanford University in 1928.

Author of various articles and pamphlets on general phases of education, and also special articles of vocational, civic, and continuation education.

Hobbies—football, handball, and other athletics. Especially interested in boys' work and is past president of the Los Angeles Council for Promotion of Boys' Work, and a director of the Woodcraft Ranger Organization.

Mr. Kersey is a member of the Los Angeles Chamber of Commerce; Sons of the Revolution; Phi Delta Kappa, Alpha Epsilon Chapter; Mason, Lodge Elysian No. 418, Los Angeles; thirty-second degree Scottish Rite, Los Angeles Consistory; Al Malaikah Temple, Shrine, Los Angeles; member of the Scottish Rite Committee on Education; and a member of the State Masonic Committee on Public Education. Republican. Quaker. Clubs: Optimists, Athletic, Masonic (Los Angeles).

Mr. Kersey has been congratulated by hosts of friends upon his acceptance of the responsibilities of one of the most important state school superintendencies in the United States.

EDUCATIONAL WOMEN TO MEET

Administrative women in education of the bay region will join the National Council luncheon, April 6, at the Sir Francis Drake Hotel. Vierling Kersey will address the group for the first time on "California in Education." W. T. Helms, Superintendent of Richmond schools, will speak on "Some Objectives in Supervision." Miss Bertha Roberts, Assistant Superintendent of San Francisco, and Miss Edith Pence of Galileo High School will present outstanding features of their recent trips made in the interest of education. Miss Genevieve Carroll will discuss "Pending Legislation." Miss Nora Ashfield, Assistant Superintendent of Richmond schools, will preside.

T. H. DOANE RE-ENTERS PAPER BUSINESS

After a vacation of some six months spent in travel, Tom Doane is again in the paper jobbing business. It is felt his many friends will welcome this announcement, as he has been in the paper business for over forty years, having been associated with Bonestell & Co. for nineteen years and with the Pacific Coast Paper Company for twenty-four years. He is now president of the Doane Paper Company, located at 558 Howard Street, San Francisco, Cal., and associated with him is his son, Osborne C. Doane, who is also well known in the paper industry.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Alameda County Library Service to Institutions

"OH, YES, the county library is a fine thing for people who live in out-of-the-way places!" Of course it is, but how little people realize its comprehensiveness who visualize it as giving service in remote places only. It is county-wide in its scope, serving small towns and populous rural centers as well as far-away places; giving specialized service to large town schools and carrying the same type of service to sand-swept one-teacher schools on the desert; meeting the needs of cultured people with the comforts of home and also the less-favored people who are in institutions of various types.

A visit in February to the Alameda County Free Library in its spacious and attractive new quarters at 829 Harrison Street, Oakland, revealed an organization whose beneficent influence is felt strongly throughout the county.

Miss Mary Barmby, county librarian, took the county library organizer on a trip to show the service being given by the county library to institutions of Alameda County. The tonneau of the county automobile was loaded with book bags filled to capacity and on top of all was a large package of maps.

At Livermore and Hayward stops were made to deliver books to these two town libraries, which are branches of the county library. Hayward School, with sixty teachers and 1918 pupils enrolled, is also a branch of the county library. A perfectly amazing number of bags of books and maps were delivered there. Then the machine sped on, out of the populous area, into the hills already velvety green. As we rounded the top of Castro Hill we came to the famous "Brooder Branch" of the Alameda County Free Library, where the chickens moved out and the library moved in, and the modest building was transformed into a cozy community branch library for these rural people.

Farther on a sign near an arched opening pointed the way to the United States Veterans Hospital for tubercular patients. Still farther along and up on a hillside was our objective, the Alameda County preventorium and sanatorium for people predisposed to or afflicted with tuberculosis. Alameda County owns 150 acres of land in this spot with its healing atmosphere, and plans to acquire an adjoining eighty acres which contain two marvelous wells of fine water.

At Arroyo are located the three separate dormitories and other buildings for the men, women, and children who are tubercular. At Del Valle, down on the hillside, is the preventorium for children.

The patients represent a fine type of people. At present there are fifteen university students—one with a scholarship. There are teachers, social service workers, and one lawyer. In short, all the people here were workers in the outside world until they became incapacitated. They are physically and mentally worth while. About 150 people a year leave the institution and go back to fairly normal living.

Biography, travel, the lighter type of nonfiction, detective stories, fiction, and all books that have movement serve for recreation. In addition there is much serious reading. University of California extension courses are taken by various patients and the county library provides the books.

One boy who entered Arroyo four years ago at fifteen years of age is now taking a course in journalism. A Japanese patient is studying law by correspondence. Another man is taking a course in blue-print reading. A German who could speak scarcely anything but his native tongue when he entered the sanatorium took an extension course in English, then a course in writing, and later wrote most creditable descriptive articles for *The Stethoscope.* Rehabilitation work interested others. The courses were quite varied and gave each patient an objective and was an incentive to make the effort to return to active life.

Miss Mildred G. Lovell, who is a trained librarian and deeply interested in serving the people of Arroyo and Del Valle, is in charge of the library. The central library is in rooms in the building housing the men's dormitory. From this central library the doctors, nurses, staff, and employees borrow books and magazines. For the "up patients" there is access to a fine collection of books in a spacious recreation room in the building with the women's dormitory. For the "tray patients" a specially constructed book truck makes regular rounds and is eagerly welcomed. The library for the sick children is located in the nurses' office and the hall. All books for the patients are circulated only within the institution and are not returned to the county library.

The major portion of the books come from the county library. The library for the doctors, nurses, and well people of the institution is supplied with books and administered as any other branch of the county library. The books for the patients are used books. In addition $120 a year is allowed by the county library for the purchase of new nonfiction. Besides books, the county library sends a large list of magazines. A monthly delivery of books is to be made by the county library in place of the quarterly schedule formerly in vogue.

The Elks of Alameda give twenty-five books each year to Arroyo without any limit as to the cost per volume, and allow the librarian, Miss Lovell, to order the books desired.

A number of people make annual gifts of subscriptions for magazines of interest to the patients. *The Stethoscope,* a publication issued by the Arroyo Sanatorium, devotes space to "The Bookshelf," which always contains a book review and a list of the books added to the library.

In the four branch libraries at Arroyo and Del Valle, twelve hundred books were circulated during January. This was an average of four books a month to each borrower. One-fourth of the books read were nonfiction.

The library is a very important part of the institution, according to the physician in charge. It helps to cure the patients as well as giving them recreation.

Doubtless many of us buy our dollar's worth of Christmas seals at a penny apiece, use them on our Christmas mail, feel we have done our bit to help a good cause along, and give little thought to the cumulative effect of the purchase of all these seals. To get the full realization of what the purchase of Christmas seals means, a person should visit Del Valle. Del Valle preventorium and school are devoted to the care and training of children who are predisposed to tuberculosis, but are not yet so afflicted. The buildings have been erected entirely by the penny-seal plan.

Fifty thousand dollars worth of Christmas seals were sold in Alameda County in 1927. With this money Dormitory No. 2 was erected

at Del Valle at a cost of $42,500 and equipped for $7500. It was opened for the use of Alameda County patients in November, 1928. The sale of Christmas seals for 1928 was again approximately $50,000, and another building will be erected with the funds, giving more people an opportunity to regain their health.

A public school with two teachers is maintained at Del Valle with a maximum of four hours of school daily. The rest hour is counted for physical education. At this period visitors passing through the children's dormitory see boys and girls happily engaged with their playthings, which are arranged on cleverly devised elevated tables that roll easily across the bed in front of the small patients when they feel inclined to play. Each child had an interesting book furnished by the county library, and many of them were reading.

There are at present about eighty children at Arroyo and Del Valle, but in erecting the building containing the recreation room and library, the dining-room and the kitchen, provision has been made to accommodate 250 children.

There is every evidence that the children are receiving the best of care, both mentally and physically. Besides having the state series free textbooks, they receive all necessary supplementary books from the county library and also the books for general reading for their library located in the recreation room.

The kitchen is immaculate and the pantry shelves are stored with the best of food. The P.–T. A. of Alameda City, for the last three years, has supplied the preventorium with jams and jellies. This year they gave 1140 jars of these dainties of which children are so fond. As the principal of the school forcefully expressed it, "Two and one-half tons of weight have been put on these children since May, 1924." On that date the Del Valle preventorium was started. Five hundred fifty children—all alive—have passed through the institution, and it has been necessary to readmit only 2 per cent of them.

Library Service From a Suitcase

Library service to the inmates of the county jail is given in an absolutely businesslike way by the Alameda County Library. There is none of the so-called "sob sister" attitude. It is simply a matter of bringing books and people together, thereby making possible a better mental atmosphere for people shut away temporarily from others who have either been more law abiding or more successfully evasive in law breaking.

The library books are carried over to the jail in a suitcase and delivered by the young man who is in charge of the shipping department of the county library. A deputy sheriff accompanies him when he delivers the books. The books which are furnished to the prisoners are ones that have outlived their usefulness in the library. Books taken to the jail are given a life sentence and never returned to the library.

The day the county library organizer visited the jail there were 168 prisoners. Most of them were men. The average age was about thirty years. Many were mere boys in appearance, but there were enough grizzled heads to bring up the average age.

The door from the sheriff's office to the jail was unlocked to admit us, then promptly locked again. The corridor had a succession of heavy iron doors. As each one was unlocked it disclosed another door with bars. The deputy sheriff called in a stentorian voice, "Library books!" They were magic words, for the men came pouring forth with books they had read in their hands to return to the young man to deliver to other prisoners.

The suitcase was deposited on the floor just outside the barred door and opened for inspection. The prisoners grouped eagerly around the door and soon practically emptied it. The books they returned served to refill it. The deputy sheriff relocked the heavy outer door. We moved down the corridor to another door which he unlocked. Again the call, "Library books!" Again the quick rush of boys and men to get the books they were to return and the hurried movement back to the barred door to obtain books from the open suitcase. There could be no doubt the books were most welcome. This procedure was repeated many times in traversing the corridors of the three stories of the jail.

On the top floor was the women's ward, the hospital, the doctor's office, the kitchen, and various other rooms. Some wan-looking faces appeared behind the grated door of the hospital, and the men were most pleased to receive the books.

Frequent requests were made for special books by the prisoners who expected still to be in jail when the library attendant returned on his next weekly visit. Some of the requests were for "Zane Grey," "Over the Top," "We," "Wings," books on radio and electricity, Spanish books, more magazines, and the complete works of O. Henry. Evidently the prisoner making the last-mentioned request expected to remain in jail indefinitely. As far as possible the men's requests are filled. The deputy sheriff expressed his satisfaction with the library service being given.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—EDITOR.]

LAWRENCE CURTIS, a recent graduate of Chico Teachers College, Chico, Cal., was elected to a position on the local grammar school faculty at a recent meeting of the school board of trustees.

WITH THE IDEA IN MIND of giving the Mexican children attending the Costa Mesa, Cal., Grammar School better opportunities for learning, Dale Hamilton Evans, District Superintendent, has opened the new semester by separating the Mexican pupils and holding classes for them in one large room. It is thought that there will be better facilities for handling the children whose English is limited, and that the pupils will have greater opportunities for studying in this plan. Mrs. Ella C. Cowles will instruct the B-1 through to the A-3 grade, and Mrs. Edith Currie the B-4 and A-4 classes.

ADDITION OF A CLASS in orange packing to the schedule of part-time classes now being offered at Fullerton, Cal., Union High School and Junior College has been announced by L. O. Culp, vice principal, who has charge of vocational guidance at the institution.

SUPERINTENDENT OF SCHOOLS LEONARD COLLINS was the speaker of the day recently at a Rotary Club luncheon, having for his subject, "The Objectives of the Chino Schools." Development of ethical character in boys and girls was given as the principal objective. It is the aim of the school board, Collins said, to develop clean-minded, whole-souled young people.

THE BEGINNING art and mechanical drawing students will be under the supervision of Samuel W. Beeman, new faculty member of Burlingame, Cal., High.

MRS. NELLIE M. CHOPE, age 58, principal of the San Jose Evening High School, San Jose, Cal., for the last twelve years, died suddenly.

THE OAKLAND SCHOOL DEPARTMENT moved into its new $190,000 Administration Building on March 1.

THE ANNEX to the Alhambra School, Martinez, Cal., has been opened and is now in use. It accommodates one hundred pupils.

MISS ELLA WALLIN of San Jose, Cal., has been appointed by the Board of Trustees to fill the position of kindergarten teacher in the Eliot School in Gilroy, Cal., made vacant by the resignation of Mrs. Charlotte Wilson. Miss Wallin is a graduate of the San Jose State Teachers College.

MISS ELIZABETH CHASE of Santa Clara, Cal., Union High School has accepted a place on the faculty of the Sequoia High School at Redwood City, where she will teach English and coach dramatics.

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Henry Shaffer, former teacher in the Salem Grammar School, Lodi, Cal., has been appointed supervising principal of the schools of Manteca, Cal. He takes the place which was left vacant owing to the sudden death of Homer R. Fewell, who had been principal for the past eight years.

A comprehensive survey of the building needs of the different schools in the Siskiyou Union High School District has been begun. The work is under the supervision of District Superintendent A. G. Grant. It is expected that the result of the survey will be definite recommendations for a building program.

The joint districts of Guadalupe, Laguna and Oso Flaco, San Luis Obispo Co., Cal., have voted for $105,000 toward a new modern, up-to-date school.

Proposal of Willard S. Givens, Superintendent of Oakland, Cal., schools, for two special classes for children physically weakened by prolonged illness has been adopted by the Board of Education. The classes will be conducted at Lazear and Lakeview schools.

Contract for the construction of a new grammar school at San Lorenzo, Cal., has been let by the school district's Board of Trustees on a bid of $61,130.

The new Joint Union High School Auditorium, just completed in Dos Palos, was dedicated recently. The building was constructed by M. L. Scranton of Hughson at a cost of $34,950, with an additional expenditure of $10,000 for seats.

To prepare for the entertainment of delegates who will be in Oakland, Cal., March 25 to 29 for the California high school principals' convention, committees of teachers and school executives are at work under the direction of Superintendent Willard E. Givens.

Placerville, Cal., grammar school pupils of the fifth, sixth, seventh, and eighth grades have adopted the departmental system of class instruction in four subjects. Departmental teachers are Miss Ruth Henson, grammar and composition; Miss Emma Bartlett, history and civics; Mrs. Alice Golden, arithmetic, and Miss Inez Veerkamp, geography. John Herbert Palmer is principal of the school.

With the new auditorium practically filled, citizens of Monrovia, Arcadia, and Duarte formally dedicated their new district high school recently. This group of six buildings, completed at a cost of $700,000, was dedicated before a group of civic and county officials and citizens. A. R. Clifton is Superintendent of Schools.

Solano Beach, Cal., residents have voted $20,000 for building additions and improvements in their schools.

A new grammar school is to be built in Huntington Park, Cal. The building will be erected at a cost of $160,000.

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WORKBOOK FOR GRADE VI, to accompany The Buckingham–Osburn Searchlight Arithmetics, Book III, Part II, by B. R. Buckingham and W. J. Osburn: This book is for the sixth grade, and the material is dealt with step by step in conjunction with the Searchlight Arithmetics. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

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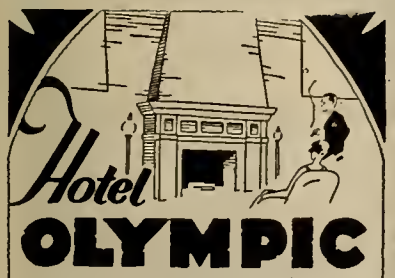

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE SECONDARY SCHOOL PRINCIPALS CONVENTION of California, of 1929, held in Oakland March 25 to 29, inclusive, was magnificent in that it introduced the new Superintendent of Public Instruction, Vierling Kersey, to the convention, and in that the problem of *guidance* as a major force in school procedure and administration was the main theme of the meeting.

It was noticeable that the junior high school and junior college meetings will hold the center of the stage.

It was more than chance and almost kindly providence that Will C. Wood, State Superintendent of Banks, pinch hitting for Charles E. Keyes, principal of the Oakland High School, presided at the opening session. It was under Mr. Wood that the secondary school system of California started its wonderful growth and it was due to his vision that such progress was made. In his few words of introduction of Superintendent Vierling Kersey to the convention, Mr. Wood mingled his wealth of experience and his power of expression to such purpose that it was the finest piece of sincere oratory that he has ever delivered.

The optimism and friendliness of Superintendent Vierling Kersey won the convention. Mr. Kersey never will go far afield from sound pedagogical practice.

In a way Mr. Wood and Mr. Kersey, on the same platform, were indicative of the education of the last ten years and the education of today. Mr. Wood in his work was striving for the enrichment of the recording curriculum until at present it swings in breadth from the art of kid-curling to the appreciation of the Socratic methods. Mr. Kersey represents the present educational man who has a school of a thousand patrons and finds that his job is to discover the person fitted to travel the way. In other words, educators have been too busy attempting to get different things to teach that they are just now realizing the still greater job awaits them of determining what individuals should take the work provided.

Intelligence testing has caused *guidance of pupils* to become a major problem.

Superintendent Kersey is a fit man for this work because his entire previous educational background has been in the vocational field—a field in which guidance has always held a foremost place.

Credit for the tone of the convention was given to William John Cooper, United States Commissioner of Education, who, previous to the acceptance of his present position, had formulated the theme and program of the convention.

David E. Martin, Superintendent of Schools of Alameda County, gave a sparkling address of welcome in which wit and humor and real friendliness were harmonized. We would there were more like him.

The ease in which the convention functioned in Oakland was due to the executive ability of Superintendent Willard E. Givens of Oakland, who had so organized the forces of the Oakland school system that arrangements ran as by clockwork.

The executive committee of the local committee of arrangements was composed of Willard E. Givens, Superintendent of Oakland Schools; William F. Ewing, Assistant Superintendent of Oakland schools; Bernice Baxter, representative of the Oakland Teachers Association; Mrs. Daisie L. Short, representative of the Principals Club; Mrs. Beever, representative of the Oakland P.-T. A., and President Hatch of the Oakland Board of Education.

The general committee contained twenty sub-committees, chairmen of whom were as follows: William F. Ewing, general chairman; city decorations, Don Rice; daily paper, Miss Jessie Smith; decorations, Miss Ruth Gabriel; excursions, G. E. Mortensen; finance and meeting places, Mrs. Daisie L. Short; greetings, H. O. Welty; hotels, C. E. Keyes; information, A. S. Colton; ladies' entertainment, Miss Anna Fraser; luncheons and dinners, M. E. Hurley; music, C. P. Finger; printing, Mr. Adams; publicity, Miss Helen Bell; school exhibits, Roy T. Granger; school visitation, Rudolph D. Lindquist; secretarial service, John W. Edgemond; social events, Miss Bernice Baxter; special privileges, L. P. Farris; sports, Will W. Green; transportation, H. D. Brasefield.

Through the courtesy of the Standard Oil Company of California, the convention took to the air in the company's three-motored Ford plane. At the world-famous Oakland Airport, flights were scheduled every half hour in which the principals were taken for fifteen-minute rides over San Francisco Bay, Alameda, and Oakland. The weather was ideal and the view from above of the bay region was one of grandeur. In addition to furnishing airplane rides, the Standard Oil Company gave a demonstration of musical education through radio broadcasting. Arthur S. Garbeth of the National Broadcasting Company was present with the company's symphony orchestra, and a program was presented as it is being done on the Standard Oil Company's weekly school music appreciation programs.

The election of L. P. Farris, principal of the Alexander Hamilton Junior High School, Oakland, to the presidency of the Association of California Secondary School Principals was a unanimous move. Mr. Farris, for the last seven years, has been secretary of the organization. Formerly principal of the Marysville High School, then for the last five and a half years principal in Oakland, and prominent in the councils of the C. T. A., Mr. Farris is one of the strongest and best-liked school men in California.

Arthur G. Paul, dean of the Riverside Junior College, gave the report of the committee on aeronautics.

Derwood Baker, principal of the South Pasadena Junior High, spoke on curricular adjustments to meet the needs of individual students in the junior high school.

Fraternities and societies in the high schools came in for the customary fireworks due to the fact that the State Assembly had passed the Bishop Bill permitting their establishment in high schools. The principals were aroused to action and under the leadership of William F. Ewing, Assistant Superintendent of Oakland schools, made their opinions known at Sacramento.

The other annual bombshell over accreditation of students to University of California exploded when Dean Baldwin M. Wood of the university explained the new scheme of selection for entrance. The university will no longer demand a principal's recommendation, but will make a choice from the stu-

dent's marks submitted. If they are not sufficient the student has the privilege of taking an examination given by the university.

The difference of opinion on accrediting lies in the fact that the principals resent their high school work being judged by the university from the students they send up when the work done by these students is just a small part of what is accomplished in their institutions.

George C. Jensen, principal of the Sacramento High School, had a foremost place in the week's discussions.

Oliver R. Hartzell, Superintendent of San Rafael schools, presented the San Rafael plan on part-time education for employed minors.

Doctor F. J. Weersing, University of Southern California, made more outstanding recommendations in relation to statewide counseling and guidance. He favors a state commissioner in charge of the work with regional directors heading up the activities in the various schools.

F. S. Ramsdell of Pittsburg was the conference leader in English.

T. S. MacQuiddy of Watsonville discussed social studies.

In the section on art, George Blount of Durham led the discussion.

Those of the State Department present and on the program included Miss Helen Heffernan, chief, division of rural education; Miss Maude Murchie, chief, bureau of home-making education; J. C. Beswick, chief, board of trade and industrial education; Miss Edna M. Stangland, associate chief, division of adult education; Miss Ethel Richardson Allen, chief, division of adult education; Samuel Hume, director, avocational education; W. E. Morgan, chief, division of research and statistics; Nicholas Ricciardi, chief, division of secondary schools; N. S. Nelson, chief, division of health and physical education; Julian A. McPhee, chief, bureau of agricultural education; Ira W. Kibby, chief, bureau of business education; Andrew P. Hill, chief, division of school planning.

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Howard H. Hicks, principal of the Hamilton Junior High School, Long Beach, in his talk on the library as an outstanding unit, made the point that a library should be considered as a laboratory of physics and chemistry. Piecemeal building of libraries was condemned.

Robert W. Thompson of the John Burroughs Junior High School, Los Angeles, in discussing a school functional program of the student body, gave a description of the outstanding work done by the whole student body of his school in putting over a welfare aid program at Christmas time for one of Los Angeles's less fortunate schools.

Walter T. Helms, Superintendent of Richmond schools, was toastmaster at the California banquets. Dean Paul Cadman of California was the speaker of the evening.

S. J. Brainerd, Superintendent of Tulare schools, spoke on the question of finances for evening schools.

Doctor W. H. Snyder of Hollywood High School brought down the house in his remarks on the philosophical backgrounds of guidance.

T. H. Battelle, principal of the Maxwell High School, one of the younger coming schoolmen of California, was in attendance at his first principals' convention. Mr. Battelle is of the class of California, 1922, has done postgraduate work at Stanford University, and has been trained in the commercial field, with some years of business experience behind him. Mr. Battelle was elected principal at Maxwell this last year after serving two years as teacher in the school.

Exhibits at the principals' convention were well attended. Companies and exhibitors present included: F. Y. Griffing, Brooks Visualizers; E. T. Robinson, Occupational Research Society; Frederick W. Rohrer, *Public School Journal of California;* Edward H. Jacobs, Denoyer-Geppert Company; Howard Hill, Howard Hill Equipment Company; Henry Trantham, Bausch & Lomb Optical Company; John S. Hazen, L. G. Wolfe Company; Vernon Long, Technical Equipment; M. H. E. Beckley, A. J. Nystrom & Co.; Tracy Randall Kelley, Oxford University Press; C. M. Vordale, The T. V. Allen Company; A. P. Flanders, University Apparatus Company; Fred M. Powell, D. Appleton & Co.

Bookmen were present in goodly numbers and numbered forty-seven men. Those prominent as lobbyists included: Allyn & Bacon Company, R. C. Hamilton, B. F. Hemp, A. H. Morosco; D. Appleton & Co., Fred M. Powell; California School Book Depository, E. G. Chandler; Doubleday-Doran & Co., Elmer L. Sherrill; Ginn & Co., Selden C. Smith, E. F. Burrill, F. A. Rice, Richard Smith, H. A. Linscott, C. D. King; Gregg Publishing Company, Mrs. F. E. Raymond; Harcourt, Brace & Co., Ranie P. Burkhead; D. C. Heath & Co., G. H. Chilcote, E. M. Wilson, E. W. Harvey; Henry Holt & Co., A. B. Mavity; Houghton Mifflin Company, A. K. Allen, J. F. Oliver; Laidlaw Brothers, R. E. Laidlaw, W. H. Laidlaw; Laurel Book Company, F. E. Dunton; Lyons & Carnahan Company, E. C. Dudley; The MacMillan Company, T. C. Morehouse, C. E. Cave, F. E. Kobler, Glen E. Crowley, Lester L. Walker; A. J. Nystrom & Co., M. H. E. Beckley; Rand McNally & Co., George F. Barnes, Charles W. Beers; Row, Peterson & Co., B. R. Morris; Scott Foresman & Co., Charles F. Scott; Charles Scribner's Sons, W. O. Baker, S. M. Bevis; Silver Burdett & Co., John S. Osborne; Southwestern Publishing Company, P. E. Curry, Mr. zuTavern; John C. Winston Co., W. C. Harper, Don Cameron; World Book Company, C. S. Jones, Fred G. Secrest; Harr Wagner Publishing Company, Miss Morris Wagner, W. M. Culp.

AND SO THE PATTERN of the new education begins to shape itself. Fineness of personality—the beginning and the end. The inspiring give and take of work in the group. A mutuality of the sexes. A togetherness of young and old. A deeper integrity of thought gained by contact with the realities. A sense of unitary significance in the life-process. A spirit of inventive eagerness. If education builds on this pattern, it will assuredly become a powerful directive force in the building of a far more adequate civilization.—*From "Educating for the New Age," by Harry A. Overstreet in "Progressive Education."*

DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan

Chief, Division of Rural Education of the State of California

Rural Teaching and Teachers: An Answer to Your S. O. S.

By Helen Howell

Associate in Fine Arts, University of California at Los Angeles

A coöperative venture which may be far-reaching in its results is one now being launched by the Prytanean Alumnæ Society. It is the establishment on the campus of the University of California at Los Angeles of a student organization for the purpose of study and active service in the field of California rural education.

Young teachers, well prepared in our teacher-training institutions for work in certain grades and subjects, frequently find themselves confronted by the problem of teaching other grades and subjects in schools remote from sources of information. No matter how resourceful and intelligent these teachers may be, they feel keenly the need of help in making the necessary adjustments. Experienced, progressive, rural teachers are constantly needing to look up information in books not available or in distant museums. They want the work of their classrooms enriched by illustrative materials and other helps which are lacking in counties where there are no supervisors of special subjects.

The students are planning to maintain a correspondence bureau, through which rural teachers may be put in touch with those agencies which can answer their questions—alumnae organizations, special departments or organizations within the university, libraries, museums, individual teachers, experienced in certain fields, etc. They are also planning to prepare mimeographed material and traveling exhibits, of value to teachers, and to help in publicity work through articles and talks.

The wide variety of talents and interests necessary for such a program is being made available through the participation of departmental clubs, honor societies, and professional fraternities, which are supplying the organization with working members and are planning, as individual organizations, to undertake some definite work for the rural schools.

The project has the hearty approval of Doctor Moore, director of the university; Doctor Eby, professor of rural education; Miss Porter, appointment secretary, and other faculty members. In the rural field it has the endorsement of Miss Heffernan, chief, division of rural education, California Department of Education, and of specialists and teachers who have, thus far, been told of the plans.

* * *

To the Rural Teachers of California:

Ever since a visit to a country school, when I was a little girl of eight years, I have wondered about rural schools—how teachers found them or how they found teachers, how they ever managed with no libraries near, how they kept warm in the winter and cool in the summer, and—well, just a dozen other things.

At last I am going to learn the answer to all these questions! How? Through the rural education service of the University of California at Los Angeles, of which I am a member. I know you are wondering what it is all about; therefore I shall do my best to tell you.

There has been a long-felt need among those on our campus who know the most about our modern education for some means of helping the rural teachers to overcome the difficulty of living far from the sources of material which a city offers and which are so helpful in teaching. Then, too, there are many students like myself who are wondering about rural education and who feel the need to find out, in order to be intelligent about their responsibilities as citizens.

We began to see an answer to these needs when, acting upon the suggestion of the Prytanean Alumnæ Society,[1] we decided to form an organization whose purpose would be ". . . to carry on an active study of rural education in California with the end to rendering service in this field." (Constitution, Article II.)

Among the members of the Prytanean Alumnæ Society are teachers experienced in many fields of educational work, some of whom have been or now are rural teachers and all of whom feel deeply the importance of rural education. Under the leadership of a committee from this society, we held several preliminary meetings, formulating our plans and working out the following organization:

I. Membership:

a. Undergraduate membership:

1. At least two semesters of university work, one of which must have been taken on the campus.
2. A minimum scholarship average of C.
3. The qualities of dependability, capability, and willingness to work, confirmed by one faculty member.
4. Membership in the Associated Students.

b. Organization membership:

1. Supplying each semester a minimum of two undergraduate members.
2. The undertaking of at least one definite project in the field of rural education each semester.

We now have seventeen honorary and professional campus organizations thus affiliated. Their coöperation will give us (1) a constant supply of active members, (2) a wide variety of talents to help us in carrying on our work, and (3) an opportunity of spreading an interest in rural education among many of our students.

c. Associate membership:

1. Any person actively interested in at least one phase of educational work who has a desire to coöperate with the campus group.
2. Alumni who signify in writing their desire to continue as members of the organization.
3. Faculty members who wish to coöperate with the students in this work.

Because of our associate members we may offer, through our correspondence bureau, a type of service which we as inexperienced students could not supply alone. Out of their experience and through their many professional contacts, they are able to answer the questions of teachers, to help them in solving their problems, and in finding needed material.

We are starting with an associate membership of twenty-seven, which number we are confident will steadily grow. We are fortunate in having Miss Burney Porter, our university appointment secretary and one of our most enthusiastic members, as chairman of the associate group.

Doctor Harvey L. Eby is our faculty adviser and Miss Helen Howell is our Prytanean adviser. Doctor Harvey L. Eby, associate professor of rural education, University of California at Los Angeles, because of his knowledge of the field, his contacts with rural educators, and his interest in the work will be a valuable asset. Miss Helen Howell, associate in fine arts and supervisor of practice teaching in art, University of California at Los Angeles, not only understands the needs in the rural education field which enables her to advise us, but she has devoted a great deal of time and serious thought to the work and has been a source of inspiration to the rest of us.

The officers of the organization, who have also given much time and thought to the formation of this organization, are:

President, Alberta Carlson, 2941 S. Rimpau, Los Angeles. Phone Empire 7774.

Vice president, Jane Scofield.

Corresponding secretary, Margaret Root.

Recording secretary, Frederica Browne.

Treasurer, Ruth Pickhardt.

[1] The Prytanean Society is an honorary society of junior and senior women of the University of California.

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We are very fortunate in having Miss Helen Heffernan, chief of the division of rural education, as one of our associate members. Miss Heffernan is already rendering invaluable service to the organization by giving it her hearty endorsement, by furnishing us with information and suggestions, and by coöperation in many other ways.

II. WORKING GROUPS:

In order to work more effectively the undergraduate members have organized themselves into six working groups, namely:

a. Art.
b. General education.
c. Home economics.
d. Letters and science.
e. Music.
f. Physical education.

III. CORRESPONDENCE COMMITTEE:

Whose function shall be:

a. To send out material prepared by the various groups.
b. To receive and answer inquiries from rural teachers on teaching problems, materials, etc., putting them in touch with agencies which can answer their questions—libraries, museums, experienced teachers, professional organizations.

The rural education service at the University of California at Los Angeles was formally installed by the Prytanean Alumnæ Society, which placed full responsibility upon its officers and members, at a ceremony which was followed by a dinner on the evening of January 17, 1929. The installation dinner was a delightful inspiration to all those who attended, and reports of what took place have caused many more people to have an interest in the organization.

Grace Harper, an associate member, was our toastmistress. She is vitally interested in the organization and is, as well, an excellent speaker.

Installation responses were given by Doctor Moore, representing the administration and faculty; Mrs. Arthur Heineman, the California Board of Education; Beulah Bartlett, Potrero Heights School, San Gabriel, the rural teachers, and Evelyn Woodruff, the associated students.

The speakers for the evening were Doctor Ernest C. Moore, who pleased us by voluntarily becoming an associate member, Miss Burney Porter, and Miss Beulah Bartlett.

Doctor Darsie, dean of the teachers' college, and Doctor James A. B. Scherer, director of the Southwest Museum, who were also to have been among our guests but were prevented by illness from attending, are stanch supporters of the plan. Doctor Scherer's interest is evident in a letter expressing his regrets at not being able to attend the meeting: "I take the keenest interest in this work in behalf of rural education, as I do not think there is any other department of education that is more deserving of attention and that yields more definite and encouraging results. . . . We wish to coöperate to the fullest possible extent with your plans and shall welcome every chance to do so."

Each of the six undergraduate groups is beginning work toward the preparation of exhibit mimeographed material which we hope will soon be available for the rural teachers of the state. We are outlining here our first plans, in the hope that you will send us your criticisms and your suggestions for further work.

I. ART GROUP:

a. The making of a traveling exhibit of color plates of Indian pottery, costumes, etc., sketched by the members of the group from the actual pieces in the Southwest Museum. This is made possible through the coöperation of the museum and through the active help of Mrs. Ruth Henley of the museum staff, who is an associate member of the rural education service. Mrs. Henley is preparing notes on tribal customs and other information on Indian life to accompany this exhibit. The group is also planning to make line drawings of the same pieces,

which will be mimeographed so that they may be kept by the teachers.

b. The preparing of magazine "scrap" for use in art activities.

c. Possibly the preparing of bulletins on such topics as:
1. Decorating the schoolroom.
2. Illustrated book bibliography.
3. The mounting and using of magazine pictures.

d. Sending out members to demonstrate art processes, clay modeling, etc., to rural teachers in Southern California.

II. General education group:

a. The preparing of materials for holidays and seasonal work—suggestions for programs, dramatizations, art work, etc.

b. The assorting and arranging of unmounted magazine "scrap" under the following general heads—language, health, social studies, science, and invention.

III. Home economics group:

The preparing of:

a. Suggestions for hot lunches suitable in price and taking into consideration the time spent in preparation.
b. Suggestions for sewing.
c. Suggestions for cooking.
d. A few suggestions for community dinners.
e. A series of pictures.
f. Patterns.
g. Sample garments.
h. Suggested posters.
i. Christmas suggestions.
j. Bibliography.
k. Suggestions for laboratory equipment.

IV. Letters and science group:

a. Writing up for schoolroom use descriptive material to accompany the Indian exhibit of the art group (from notes prepared by Mrs. Henley of the Southwest Museum).

b. Possibly the outlining of schoolroom activities in the social studies, such as a "Boulder Dam" study.

V. Music group:

a. Sending to some county library a collection of music which was formerly used by the girls' glee club of the university.

b. Studying available music for operettas and selecting those best adapted to rural school programs.

c. Collecting of songs suitable to certain grades and suggesting ways of presenting them.

d. The preparation of music for the holidays, both for children and for adults.

IV. Physical education group:

a. Making available material on games for children of different ages.

b. Collecting and preparing pageant material.

c. Formulating plans for "play day" organization and activities.

d. Collecting pictures to be used in connection with health and sports and also magazine articles bearing upon these subjects.

Do you think that such activities will be useful? Which ones are best? What others would you suggest?

To get in touch with any of the services of our organization, please address your requests, questions, and suggestions to:

Rural Education Service,
Chairman, Correspondence Committee,
University of California at Los Angeles.

We are asking that, with all requests for materials or letters requiring an answer, 4 cents in stamps be enclosed to cover cost of postage and stationery.

We are eager to know what you think of our plans. Won't you write and tell us? We want to learn about rural schools.

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We should welcome your suggestions for our study, names of speakers who might come to us, books we might read, or any other suggestions. We need the help which you can give to this new organization through your suggestions and your criticisms.

Awaiting your response, GRACE L. HUGUNIN,
Chairman, Correspondence Committee, Rural Education Service, University of California at Los Angeles.

Supervisors' Association, Bay Section, Meets

By MOLLIE S. PLATT, *Secretary*

THE RURAL SUPERVISORS' ASSOCIATION of the State of California, Bay Section, met Saturday, March 9, in the Hotel Whitcomb, Parlor "A." The meeting was called to order by the president, Mrs. Lulu Moorehead, at 10:20 a. m. Music—songs lead by Mrs. Carrie Dexter. Minutes of previous meeting were read and approved.

Mrs. Mabel Farrington Gifford, chief, bureau of speech defects, talked interestingly of her work, stressing courses to be given during the summer at University of California, Berkeley, mornings, and at San Francisco State Teachers College, afternoons. Supervisors were urged to give publicity to these courses among teachers with whom they come in contact. "Teachers can do much," said Mrs. Gifford, "to prevent and cure defects in children's speech, if they understand methods of so doing."

Chairmen of various committees called their members together and the remainder of the morning was spent in committee problems, those who had not formerly been assigned to a committee working according to preference.

Telephone message from Miss Effie McFadden stated she could not be present, but wished to work on her committee's problem.

A telegram from Mrs. Edna Orr James regretted that neither she nor Mrs. Tene Cameron could attend, but wished us to know they were also working on their committee's problem.

Members of committees:

1. To make a language course of study for the primary grades: Miss Alice Brewer, chairman; Mrs. Mabel Gifford, Mrs. Edna O. James, Mrs. Georgia Johnson, Miss Effie McFadden, Miss Alma Patterson.

2. To develop a teacher-rating plan adapted to the rural situation: Miss Eleanor Freeman, chairman; Miss Grace Atchinson, Miss Bessie McCabe, T. C. McDaniel.

3. To evaluate various existing methods of teaching spelling: Mrs. Letha Jenkins, chairman; Mrs. Sylvia Mosher, Miss Jane Ward.

4. To create a composition scale in accordance with Sheridan principles: Mrs. Tene Cameron, chairman; Superintendent Pansy Abbott, Mrs. Estelle Close, Miss Stella Linscott, Miss Winnie Mae Mackay, Miss Nell Mead, Miss Grace Petty.

At 12:15 a splendid luncheon was served to sixteen rural supervisors and County Superintendent Pansy Abbott in the grill room.

The association reconvened at 1:30 and greeted guests from San Francisco State Teachers College, who attended the afternoon session: Doctor Arthur S. Gist, Miss Mary Ward, Miss Crumpton, Miss Allcott, and Miss Carter.

Our chief, Miss Helen Heffernan, gave a report of conferences of progressive education congress at St. Louis. Interesting statistics were given as follows:

In rural elementary and high schools are 53 per cent of the children of the United States, and 58 per cent of the teachers.

In rural communities are 57 per cent of entire elementary school enrollment and 64 per cent of elementary teachers.

There are now 161,531 one-room schools in the United States, 20,135 two-teacher schools, and 16,291 consolidated schools.

In rural communities are 29 per cent of secondary school enrollment, 36 per cent of secondary teachers, and 78 per cent of secondary schools.

A total of 25.7 per cent of rural children between fifteen and eighteen years are in secondary schools, while 71.7 per cent of interurban children are in secondary schools.

A total of 4.6 per cent of rural children enter college; 12.8 per cent of urban children enter college.

Average length of school term in rural communities is 156 days; in urban communities, 183 days.

Per capita cost in rural communities, $75.01; in urban communities, $129.82.

Average value of school property per pupil: Rural communities, $99; urban communities, $299.

Average salary of teachers, supervisors, and principals: Rural, $855; urban, $1878.

These figures emphasize the need in rural communities of junior high schools with progressive courses of study.

Reports from committees were next in order.

Miss Alice Brewer, chairman of committee on language course of study for primary grades, announced that progress was being made. Another meeting will be held the first Saturday in April at the San Francisco State Teachers College.

Miss Eleanor Freeman, chairman of committee to develop a teacher-rating plan, reported. The committee had met several times. She presented a rating card prepared by the committee which evoked considerable discussion. Miss Heffernan moved that committee continue work of preparing a suitable rating card embodying suggestions offered during discussion. It was so ordered.

Committee to evaluate existing methods of teaching spelling was reported by the chairman, Mrs. Letha Jenkins, to be making progress. The report was tentative; more will follow.

Mrs. Tene Cameron, chairman of committee to create a composition scale, being absent, Mrs. Estelle Close acted as chairman pro tem. She suggested that supervisors collect compositions from all grades for use of the committee in attempting to create a standard scale.

Miss Mary Ward, dean of the summer session, San Francisco State Teachers College, spoke briefly about the summer school program.

The meeting adjourned at 3:30 p. m. after an enjoyable and very profitable day.

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NEWS AND COMMENTS

By HARR WAGNER

THE STATE BOARD OF EDUCATION, at its meeting on March 22, adopted a new set of readers for the first three grades, "The Child Story Readers" by Freeman, published by Lyons & Carnahan. The adoption of a series of readers for state-wide use is a difficult task under any circumstances and was in this instance rendered especially so by the fact that the advancement in reading texts in the last few years has been so marked and so many excellent series have been produced that there was no one outstanding series which bore the unquestioned stamp of superiority.

Nineteen series were submitted to the commission. A preliminary study reduced this number to six. All these were of such outstanding merit that, to quote the words of many of those who were so carefully and conscientiously studying the material presented, "We will make no serious mistake if we were to adopt any one of these series."

The names of the disappointed five who under the circumstances are literally as well as in spirit "good losers" are:

"The Child's Own Way Readers," Wheeler Publishing Company; "The Children's Own Readers," Ginn & Co.; "The Laidlaw Readers," Laidlaw Brothers; "The Pathway to Reading," Silver Burdett; "The Gates-Huber Readers," McMillan Company.

Why Not Use Good Textbooks?

A CHILD LEARNS his school subject from a textbook.

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The child has the textbook all day and a minute a day of the teacher's time on a subject—thirty children have a thirty-minutes' recitation.

Good elementary school textbooks cost only a cent to every dollar spent for public schools.

Good elementary textbooks cost only a penny a day per child.

Cheap textbooks add to the teacher's burden, and reduce the child's efficiency.—*Journal of Education, March 18, 1929.*

DOCTOR WINSHIP always says something more than mere words when he writes. There is a new phase in the use of textbooks that is of greatest importance. It is the adaptation of textbooks to the course of study. Atlanta, Ga., Cincinnati, Ohio, and many other cities are asking for the submission of books for examination with a view to meet the special needs of the curriculum.

The committee tells the publisher what the needs actually are. This eliminates the waste of sample books, places competition on the value of content of books, and eliminates competition of agents except on adaptability of books. It is a suggestion to the Core Curriculum Committee of California to have the course of study submitted before bids are requested. This was done by the State Superintendent's office a few years ago, but neither the State Commissioners nor the State Board of Education stood by their specifications. Members of the Core Curriculum Committee and the present State Board of Education, we believe, are the type of officials that would recognize they were honor bound in making specifications and adopting books in accordance therewith. We could cite instances in Long Beach, Kansas City, Milwaukee, Salt Lake, Cleveland, and Cincinnati, where books were adopted without personal contact agency work, and because the books meet the requirements of the course of study.

WILL H. HAYS, who was chairman of the National Republican Committee in Harding's time, and is now the head of the motion picture industry, spoke at the N. E. A. on "A Taxpayer's View on Retirement System for Teachers":

Public economy is not the hoarding of public funds. It means the intelligent *investment*, as contrasted with *waste*, of money collected from taxpayers. The question of a teachers' retirement system we do not approach primarily from the viewpoint of the needs of the immediate beneficiaries. We think, first of all, of the return that will ultimately be secured by the taxpayer himself.

Our educational system is an arm of public service. That system is our training school for citizenship. It is an essential of successful government in a republic which finds its only guaranty of safety and progress in an informed, enlightened electorate. The comprehension of this fact accounts for our vast public outlay for the upkeep of schools. We sometimes think of taxes as money which, once expended, is gone forever from us. But this money, wisely invested, after all, remains our property.

Mr. Hays is right. The fight for more money for schools, for retirement salaries, for better pay for teachers, as well as for every citizen should, however, come from a different system of taxation than at present. The people create values. The people should share in these values. There should be an increase in taxes on unearned incomes, from inheritances, from franchises, and from those who have grown overrich from our natural national resources.

Miss Swope's Summer School

MISS SWOPE maintains a unique position among the educators of the West. Her summer school of primary methods draws teachers from far and near. Superintendents, boards of education, and children all notice that teachers who take her summer courses are better teachers. In some cases boards of education have raised the pay of teachers who have been made more efficient by Miss Swope's methods. She inspires and develops personality, and that adds that mysterious thing of more value than credits, charm to the teacher's equipment. Among her teachers for 1929 is Madilene Veverka, whose "who is who" record reads as follows:

MADILENE VEVERKA, M.A.—Primary education, growth and development of the child, special course in reading, Americanization, or citizenship.

Head supervisor, kindergarten-primary department, Los Angeles city schools.

Pd.B. and Pd.M., Colorado Teachers College.

Studied in Chicago University.

B.S., M.A., and special diploma in rural supervision, Teachers College, Columbia University, New York City.

Miss Veverka is nationally known. She has had a wide educational experience, having taught in both rural and city schools, and has held positions as principal, county superintendent, instructor in teacher-training institutions, and university summer schools, and demonstration classes. Miss Veverka is a member of the extension faculty and lecturer of the University of California, and also the University of Southern California.

For catalogue write Miss Carolina Swope. 837 Linden Avenue, Long Beach, Cal.

REMARKABLE GAINS IN CIRCULATION have been made by the *Sierra Educational News* during 1929. The actual subscribers have passed the 33,000 mark. Under the direction of Vaughn McCaughey as editor, Roy Cloud as executive secretary, and Mr. Spangler as advertising manager, the *Sierra News* is an interesting publication, a credit to California, and educational periodicals. Through its research department, conducted by William G. Carr, it has just printed a bulletin entitled, "The California Teachers Association, 1863 to 1928," which gives an interesting history of the activities of the association.

Preston W. Search recently celebrated his seventy-sixth birthday at Carmel-by-the-Sea. Mr. Search was one of the very first to inaugurate the individual system in place of the lock step in education at Pueblo, Colo. He was afterward City Superintendent of Los Angeles and a lecturer on educational subjects of national reputation. Here is the last six lines of a very beautiful poem, entitled "When Work Is Done," which he wrote as a message to his friends on his birthday:

Then let me fall, when work is done,
  Fulfilled the mission planned for me,
As drops the oak, in storm or sun,
  Cared not the place where that may be;
But let me live, without regret,
  In hearts and lives that I have met.

* * *

"Put more law in our boys and girls and less on the statute books" is a statement of State Superintendent of Public Instruction Vierling Kersey that appeals to every parent.

* * *

Job Wood, Jr., is no more. We knew him as a progressive Superintendent in Monterey County in the early '90s. We knew him during his long and faithful years of service, during the time that Thomas J. Kirk, Edward Hyatt, and Will C. Wood were Superintendents of Public Instruction. He was honest, faithful, efficient. He was a fine character, built up by a Western environment. He was greatly respected by all, and greatly loved by his intimate friends.

DEMONSTRATION NIGHT SCHOOL AT GUSTINE

The Gustine Union High School held a night school session on the evening of March 18 for the parents of the pupils. Both the day school pupils and the night school pupils attended the session. Aside from the parents a large number of people in the community also attended the evening program. The typing classes demonstrated their ability on the typewriters. The typists were divided into five sections according to the amount of typing instruction taken in the school, and each section typed for a period of five minutes. The pupils also typed to music and demonstrated that they could type and carry on a conversation at the same time.

The shorthand classes demonstrated their ability to write shorthand from dictation. Some of the writing was done on a blackboard, so that the parents and the visitors could observe their work, and the pupils then read back the dictated matter which had been dictated to them. Both the first-year shorthand pupils and the second-year shorthand pupils participated in the program.

The school also conducted class recitations, and the parents and visitors were given an opportunity to see how classes were carried on. Classes in clothing, typewriting, music, English, drawing, world's history, bookkeeping, and civics were conducted for a period of thirty minutes. The class instruction proved interesting to the parents, most of whom had never seen a class conducted in a high school.

The freehand drawing and mechanical drawing classes had an exhibit of some excellent work, and the exhibit was enjoyed by the parents and visitors. The agricultural department of the high school during the evening conducted the Babcock milk tests and other bacteriological tests to show what the school has been doing along the line of milk production, Gustine being a dairy section of the state.

The Spanish class in third-year Spanish presented a Spanish play which was given in the Spanish language to demonstrate the work of the language department. A Spanish dance and a Spanish song were also presented by the class, all of which proved amusing and interesting to the visitors.

The home economics department clothing classes presented a fashion show which was divided into three parts. The night school class gave a fashion show of the garments they had been making. The first-year sewing class demonstrated their work, and the second year sewing class followed with an excellent demonstration of their work. There were about thirty girls and women in all showing their garments that were made at the high school.

The students, parents, and visitors then went to the gymnasium, where the music department presented three numbers by the school band. Following the demonstration of the work in music, the girls of the high school gymnasium classes did folk dancing. The girls danced the sailor's hornpipe and the highland fling.

There were about three hundred people in attendance at the high school to watch this demonstration of school work. Many of the parents and visitors of the high school had never seen a high school program of study in operation, and they found it intensely interesting. The students and the faculty were pleased to have such a large number of people show an interest in the work of the school, and they are in hopes that as a result of it, the parents and patrons of the school will better understand what the board of trustees and the faculty of the high school are trying to accomplish. It is also hoped that a larger and more permanent attendance will take advantage of the night school, as a result of what they saw at the evening program of classes.

L. P. FARRIS OF OAKLAND

L. P. Farris, who was elected president of the Association of California Secondary School Principals at the high school principals' convention held in Oakland during the week of March 25–29, has served as secretary-treasurer of the association for seven years.

L. P. Farris

He holds an M. A. degree from the University of California. Before coming to Oakland five and one-half years ago he was principal of the Marysville High School. During his principalship there he served as president of the C. T. A., Northern Section, for two years.

When interviewed regarding the work of the association for the coming year, Farris said that the officers and board members, as previously, would continue to keep their efforts on a professional basis; and, as far as possible, hoped to make the association, through its committee work, a clearing house whereby some of the best procedures and practices in the secondary schools in California might be reported to the principals. Further, that the officers and executive board expect to coöperate to the fullest extent with the university affiliation committee.

From 60 to 75 per cent of the students given vocational instruction in agriculture now are in agricultural work, the Agricultural Education Service of the Federal Board for Vocational Education has concluded as the result of a study of the effectiveness of vocational training in agriculture.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

County Institutions Aided by County Library

THE SEARCHER after information concerning county library service to institutions enters another realm of thought as he visits each place. He leaves each with a better understanding not only of the efficacy of books, but also of the desires of the people who are served, and with some slight knowledge of the work of officials directing the different lines of service.

Alameda County has provided remarkable hospital service to its residents who would otherwise be without such advantages. Highland, an imposing structure, occupies a commanding position on the heights in Oakland. Fairmont, ideally located in the foothills overlooking San Francisco Bay, bespeaks peace and a satisfied desire for beauty combined with opportunities for many lines of work. Arroyo, in the canyon, is rightly named.

Highland takes care of acute cases. Hospital care for the chronic and convalescent sick and "home care" for the aged and infirm is the province of Fairmont. Tubercular patients who are winning their way back to health find a haven of refuge at Arroyo.

As the type of patients varies in the different hospitals, Miss Mary Barmby, county librarian, is constantly adapting the resources of the library to the patients, employees, and staff served.

Because the nearly four hundred patients at Highland are acute cases, their use of books is limited. In the nurses' home, which is a part of the hospital, an attractive room is provided for the library, with an excellent collection of books and magazines from the county library in addition to their own professional books.

Fairmont, with 750 patients and inmates and 170 employees, presents a very different problem. It is an industrial plant as well as a hospital. A. C. Jensen, superintendent of Fairmont Hospital, believes that every inmate needs employment to give him an interest in life and to keep him happy. He believes that no man should be pauperized by public or private charities if he is able to earn his own living either in whole or in part.

A "community shoppe" under the direction of a trained occupational therapy teacher meets the needs of the inmates unfitted for active employment and the chronic patients. The aim is to provide an interest in life through occupation by teaching basketry, weaving, matting, brush-making, and various kinds of hand work—knitting, crocheting, tatting, embroidery, and such things as can be done without much physical effort. The funds for starting this work were derived from the small profits earned by a coöperative canteen. The articles made are sold, one-half of the sale price being given to the inmates for this labor, and the other half paying for the materials and the instructor. The sales of this department amount to about $300 per month. Candy stores and florist shops are patrons of the work shops at Fairmont. Recently one order for ten thousand baskets was filled. Fine workmanship is displayed in the beautiful baskets of many designs as well as in the unique toys and the wicker furniture.

Inmates who are capable of active employment work in the dairy, poultry ranch, laundry, shoe and tailor shops, blacksmith, tin and machine shops, carpenter, plumbing, and paint shops, power and refrigerating plants, gardening, or take part in other necessary activities of this fine institution.

Moving pictures at stated times and two radios, one in the canteen building and one in the main hospital, with 250 headphones for bed patients, keep the residents of Fairmont in constant touch with the outside world.

An ever present source of enjoyment is the Fairmont branch of the Alameda County Free Library, with Mrs. J. L. Siefkes as custodian taking a personal interest in all of the borrowers. The library is in the canteen building in a comfortable room with a beautiful view of velvety green hills sloping down to the San Francisco Bay.

The library contains about fifteen hundred books from the county library. These are used books and are not returned. Each month more books are sent, so that it is an active, growing collection. The county library also subscribes for twelve magazines ranging in type from *Short Stories* to the *Literary Digest*. The canteen pays for quite a list of magazines, and the "Christmas Committee" also adds to the list of magazines supplied to Fairmont.

An interesting feature of the library service is that given to the bed patients by means of a book truck. In one small ward were two boys about twelve years of age. One was too absorbed in a book to notice visitors. The other—an emaciated lad—had a doctor working assiduously over him. With the air of a Stoic he disregarded the pain and, pulling the cover away from his tousled head, asked, "Have you any books on Indians?" Receiving a satisfactory reply he exclaimed, "You sure came at the right time!" The other boy ceased his reading long enough to put in a request for a book on boy scouts. These "two lone scouts," as the hospital attendants call them, are filled with zeal for the boy scout movement.

During February, 1116 books and magazines were borrowed from the library in the canteen building. This wholesome reading material helps to dissipate any possible discontent among the inmates and aids the patients to win their way back to health.

The Alameda County Medical Society Reading Room at Thirty-first and Grove streets, Oakland, was taken over by the Public Health Center of Alameda County with the provision that the Health Center would pay the salary of the librarian. The library is ably administered by Miss Anna Kennedy, a graduate of the School of Librarianship, University of California.

A committee from the medical society makes the book selections, and the Alameda County Free Library supplies the books. These purchases are made every three months. Occasionally there are special gifts from doctors. Five hundred dollars are spent annually on magazines and binding.

As the library is county-wide in its scope, it numbers among its borrowers people from the rural sections as well as the city. Doctors, nurses, lawyers, teachers, students with assigned subjects, and others do research work here.

The Public Health Center of Alameda County, in Oakland, maintains a health education department. One of the activities of this department is a public health library. This library was organized in 1923. Its function is to meet the needs of the layman and the professional public health worker who is

not a physician. The health education department serves all the community and is not restricted to the indigents. Consequently there are many ramifications to the service given by the public health library.

In order to meet the varied requests, those in charge of the library have tried to assemble whatever material could be helpful to the people whom it serves. At present the library has about two thousand books in such fields as child care, nutrition, personal hygiene, mental hygiene, social hygiene, health education, and so on. The various health and welfare magazines are subscribed to and the library has a large collection of pamphlets. The Alameda County Free Library furnishes eighteen of the magazines.

Much visual material has been collected by the library to meet the heavy demands for it. This visual material is used largely by teachers and by groups such as the International Institute in talks to foreign mothers, by the Visiting Nurse Association in talks and demonstrations, by hospital training schools in their classes, and by health centers in their clinics.

The poster collection is widely used and contains at present over thirteen hundred posters. They are backed with muslin and are kept in cabinets in large shallow drawers from which it is easy to make selections. The National Child Welfare Association has been the source of the nucleus of this collection. To their posters have been added many from other organizations as the American Child Health Association, the National Tuberculosis Association, the Dairy Council, the Safety Council, and others.

The library has three exhibits and hopes to assemble more. One is a shoe exhibit which consists of a set of posters giving points as to the anatomy and hygiene of the foot with accompanying models. The exhibit of the Well Built Tooth Factory and the Poor Food Tooth Factory was striking.

A collection of about twenty anatomical models has been made for the Public Health Center classes in out-patient nursing and for the junior and senior high schools.

The collection of films and slides is used widely by the schools and by speakers for adult-groups. The films "Getting Acquainted With Bacteria" and "Waste Disposal" summarize subjects taught in junior and senior high school and are used frequently. "Tommy Tucker's Tooth" has appealed to the grade-school children.

All of the material in the public health library is loaned free of charge except the motion picture films, for which a nominal charge for upkeep is made.

Miss Marion Clark, the very capable secretary of health education, stated that the library had a circulation of sixty-five hundred last year and that one-third of this circulation was to the schools.

Leaving the Public Health Center with its glorious views of Lake Merritt, the estuary, and ships bound for Alaska, the auto sped away, soon entered the tube under the estuary, and emerged in the city of Alameda.

The day ended with a visit to the California Girls' Training Home. A high board fence enclosed the grounds, and the locked entrance indicated that outsiders needed help to enter as well as the occupants requiring permission to leave. While contemplating this necessarily inhospitable gateway, a bright-faced girl with her books on her arm approached with the air of a person familiar with the surroundings, rang the bell, and an attendant admitted us.

As the attendant was busy the girl acted as

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hostess. Contact with this attractive girl was one of the interesting features of the visit. She said she had been in the home for several years, was now taking a course at Heald's Business College, and would soon graduate.

There are sixty-two girls in the home. The home is equipped with all the necessary departments for such an institution. The girls have regular classroom instruction with public school teachers. Music lessons are given to those who desire such advantages.

A room has been provided for the library and contains about twelve hundred books furnished by the Alameda County Free Library. The girls show a preference for books of adventure, boys' stories, Kathleen Norris's stories, Gene Stratton Porter's books, and light class books. Great care is exercised by the county librarian in the selection of books for these girls.

A backward glance over the institutions leaves the visitor with a very strong impression which had been constantly growing that officials with an eye for beauty have chosen the location of many of the buildings, that institutional work in Alameda County is of a high order, and that the Alameda County Free Library is giving excellent and unusual service adapted to the needs of institutions whose demands vary widely.

Notes

THE ALUMNI of the School of Librarianship, University of California, and the alumni of the former State Library School held their annual banquet in the Women's City Club, Oakland, the evening of March 23. The faculty of the School of Librarianship and several others were guests of the alumni.

Miss Dorothea Davis, librarian, Fresno High School Library, presided. George Clark, a retired librarian, formerly librarian of Leland Stanford Junior University Library, related some of his experiences most entertainingly.

Sydney B. Mitchell, director, School of Librarianship, University of California, gave an excellent talk in which he urged the alumni and students of the class of 1929 to uphold the standards of librarianship. He stated that the fifty students in the class of 1929 had been selected from 150 applications to enter the school.

Miss Jewel Gardiner, the 1929 class president, assisted by Misses Elma and Thelma Clark, displayed a huge and most clever book —a first edition—made by members of the class of 1929. Each page had a silhouette showing the fads, fancies, and eccentricities of the faculty and others closely connected with the school. Gales of laughter greeted the silhouettes and the accompanying jingles which were read by Miss Gardiner.

ONE OF THE INTERESTING and well-attended section meetings of the Secondary School Principals' convention held in Oakland, March 25–29, 1929, was the high school libraries. Miss Mabel Gillis, State Librarian, was conference leader. E. B. Hodges of Centerville acted as secretary. Miss Margaret Girdner, librarian, Galileo High School, San Francisco, gave an interesting talk on "High School Library Service." Andrew P. Hill, Jr., chief, division of school house planning, presented the subject, "Development of Libraries to Meet Proper Demands." Both papers brought forth much discussion.

THE RIVERSIDE LIBRARY SERVICE SCHOOL has arranged this year to double the length of the high school libraries course and has secured Miss Hannah Logasa of Chicago, a very dis-

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tinguished worker in this field, to give a four weeks' course.

Instead of being required of all the year-course students, as has formerly been the case, the school libraries course will be an alternative, to be taken only by such year-course students as plan to enter that field. An alternative in the shape of two shorter courses has been provided for other students.

While the general enrollment is practically filled, the school will be able to take a few additional students for Miss Logasa's course. Applicants with previous library training or satisfactory experience will be given the preference.

An Easter Tribute

Sometimes appreciation comes from the most unexpected source. The inmates of the Alameda County Jail have within their hearts the spirit of Easter-tide as is shown by the following message on a dainty Easter card sent to their county librarian to show their gratitude for the books she has sent them throughout the year:

"Oakland, Cal., March 27, 1929.

"Dear Librarian: 'Like the summer needs the sunshine, like a baby needs its mother, that's how we need you.'

"Sincerely yours,

"The Readers of Alameda County Jail."

PUBLISHING HOUSE ADDS TO PERSONNEL

W. Cairns Harper of San Francisco, who has represented The John C. Winston Company, Philadelphia publishers, on the Pacific Coast for the past ten years, has been made Pacific Coast manager of that concern. His territory will include the states of Idaho, Washington, Oregon, California, Nevada, and Arizona. Walter R. Power of Seattle, Wash., has joined the educational department of the Winston company and will represent them, under Mr. Harper, in Idaho, Washington, and Oregon. Donald M. Cameron of Los Angeles will care for the Winston interests in Arizona, Southern California, and a portion of Central California.

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STATE BOARD OF EDUCATION

THE STATE BOARD OF EDUCATION met in regular quarterly session at the Women's City Club, Oakland, Cal., March 22 and 23, 1929. All the members of the board were present except Mrs. Irene Heineman.

This was the first meeting at which Vierling Kersey, the newly appointed Superintendent of Public Instruction, was present. Mr. Kersey made a brief statement concerning policies and expressed the desire to have the state office work in close-coupled relationship with the State Board of Education and to keep the members of the board informed on all activities of the department; to have the board members feel free to request information and attend meetings of the Curriculum Commission and any other groups acting for the board; also, in place of a program of vigorous educational promotion, now that various reports and surveys are in hand having to do with secondary education and other phases of education in the state, to have the state office proceed on a program of evaluation and the extension of helpfulness to every quarter of the state in all educational matters.

An interesting report was received from Mrs. Daisie L. Short, in behalf of the special committee which represented the board at the unveiling of the portrait of Mrs. Susan M. Dorsey in Los Angeles on January 23.

The resignation of Doctor Anita Muhl, chief of the division of special education, was accepted with regret, to be effective May 1.

A report of the teacher-training conference, which J. C. Beswick, chief of the bureau of trade and industrial education, was authorized by the board to call at San Jose State Teachers College, February 1 and 2, was presented. The conference was attended by the heads of the divisions of industrial education of the state teachers' colleges and topics relating to recommendations for credentials and a definite state plan of industrial arts education were discussed.

Interesting reports were received from the following persons who attended conventions outside of the state:

Andrew P. Hill, chief of the division of schoolhouse planning, who attended the National Council of Schoolhouse Construction at Raleigh, N. C.

N. P. Neilson, chief of the division of health and physical education, who attended the meeting of the council of the American Physical Education Association in New York City.

Miss Helen Heffernan, chief of the division of rural education, who attended the meeting of the Department of Superintendence of the National Education Association, in Cleveland, Ohio. Miss Heffernan's report covered items of interest in the field of rural education.

Permission was granted Nicholas Ricciardi, chief of the division of city secondary schools, to attend the meeting of the National Education Association in Atlanta, Ga., June 26 to July 8.

Permission to attend the regional conference called by the Federal Board for Vocational Education in Portland, Ore., in May, was granted to Miss Maude I. Murchi, chief of the bureau of home-making; J. C. Beswick, chief of the bureau of trade and industrial education; and J. A. McPhee, chief of the bureau of agricultural education.

The committee appointed by the board to take charge of the building program and site for the San Diego State Teachers College reported satisfactory progress.

Mr. Kersey reported that he and Charles Albert Adams were present at the laying of the corner stone for the Chico State Teachers College recently.

Mr. Kersey reported that the University of California refused to accept work completed in the extension division as applying toward requirements for credentials issued upon the recommendation of the School of Education, but that it was the opinion of the commission on credentials of the State Department of Education that, in fairness to those teachers of the state who had in good faith completed work through the extension division, credit for such work on the same basis as credit has been given in the past shall be allowed. The State Board of Education concurred in this opinion.

Petitions were received from teacher-training institutions and granted as follows: Chico State Teachers College, to recommend for junior high school credential; San Francisco State Teachers College, to recommend for physical education credential; Santa Barbara State Teachers College, to recommend for home economics, physical education, and junior high school credentials; Broadoaks at Pasadena, to train for kindergarten class two credential; College of the Pacific, to train for the administration and supervision credentials; University of North Dakota, to recommend for the general secondary credential.

The board adopted the Child-Story Readers, published by Lyons & Carnahan, for use in grades one to three.

Retirement Salary Business—The board voted that a coördinator is subject to the retirement salary act, since he must hold a teacher's certificate and is a teacher discharging special duties and responsibilities.

Permission was granted Miss Marion H. Ketcham, assistant secretary of the public school teachers' retirement salary fund board, to attend a meeting of the National Education Association retirement committee in Atlanta, Ga., in June.

Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum—Mary A. Brierton, San Francisco; Elizabeth O. Craig, San Francisco; Mrs. Susan M. Dorsey, Los Angeles; Mrs. Dessie Dubbers, Bakersfield; John Charles Jensen, Berkeley; Lewis Riley Tarr, San Pedro; Elizabeth M. Maynard, Los Angeles.

Under Section 14 of the Law—Daisy E. Allen, Santa Rosa; Mrs. Mary A. Carlson, Camino; Mrs. May M. Crofton, Pomona; Mrs. Katherine J. Haist, Fresno; Clare P. Harrison, Millville; John B. Johnson, Burbank; Mrs. Ida Hall Reuck, San Francisco; Mrs. Alice M. White, Grass Valley; Josephine White, San Francisco; Margaret B. Raider, Sutter Creek.

The board adjourned to meet in Santa Barbara, June 21 and 22.

Respectfully submitted,
VIERLING KERSEY, *Secretary.*

THE MANAGEMENT of the Columbia Theater, San Francisco, announces that "A Strange Interlude," by Eugene O'Neil, will be produced beginning Monday, May 20. This will be one of the most interesting dramatic events of the year. "A Strange Interlude" is something different and has excited the greatest interest of theater-goers where and whenever presented. The Columbia management is preparing for a big season, and "A Strange Interlude" has the strong dramatic appeal to make a most successful run. The Columbia Theater maintains its reputation of presenting plays of unusual character representing the highest forms of dramatic art.

WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each mouth, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—Editor.]

The California Schoolmasters Club held its quarterly banquet at the Women's City Club, Oakland, April 13, 1929. Willard E. Givens, Will C. Wood, and Vierling Kersey were the principal speakers. Charles E. Rugh, president.

Vierling Kersey, Superintendent of Public Instruction, has announced that the convention of City and County Superintendents will be held in Southern California, October 6–11. Place not yet selected.

Mrs. Eddie Rae Long, rural supervisor of Tehama County, has handed her resignation to Superintendent Paul Henderson. Mrs. Long has served the county efficiently for five years. She gave no reason for her resignation.

The State Committee of Public Schools Week has issued an excellent handbook. Copies may be had for 10 cents by addressing the committee, 933 Phelan Building, 760 Market Street, San Francisco. Public Schools Week will be April 22 to 27.

As we go to press, April 15, the reports on the possibility of the new retirement salary bill becoming a law at this session of the Legislature is not at all inviting. Roy Cloud and others have represented the teachers very ably, but the "powers that be" are opposed to a plan that requires the budgeting of such large sums of money at this time.

Arthur Chamberlain, president of The League of Western Writers, is preparing for the convention in San Francisco. The April issue of the *Overland Monthly*, of which he is editor, is a Mark Twain number. It contains letters and other material that is now published for the first time. The *Overland* has an interesting table of contents. Its offices are on the tenth floor of the Phelan Building, San Francisco.

Mayor Z. S. Leymel, military instructor and teacher in history in the Fresno High School, has recently been elected Mayor of the City of Fresno at a salary of $7500. He is a member of the present State Legislature. The court recently gave a decision that it was not legal for him to draw two salaries from the state, and his election as Mayor was a vindication of Mr. Leymel by the people. A law that is not just usually brings those who attempt to enforce it into difficulties. The law that prevents a person from drawing two salaries from the state only applies to state money, and not to local or district funds. For instance, members of the county boards of education who draw a per diem as members and a salary as teachers from state funds are not affected by this decision.

The American Booksellers Association, Western Division, held its first convention in San Francisco, April 15–18. Sir Francis Drake Hotel was headquarters. President Arthur Brentano, Jr., of New York, and Executive Secretary Ellis W. Meyers were in attendance. The convention was held under the auspices of The San Francisco and Bay Region Booksellers Association. Paul Elder, general chairman; David Newberry, program committee; John Howell, entertainment committee, and Howard Boys, publicity committee. Public library committee, Robert Rea. Prominent speakers included James D. Phelan, Honorable Gerald Campbell, Doctor Will Howe, George Douglas, James Swinnerton, Ruth Comfort Mitchell, Gertrude Atherton, Harr Wagner, and Aurora Esmeralda (Ella Sterling Mighels).

The Appellate Court has ruled that a school district is liable for injuries to a pupil or teacher caused by the dangerous condition of school grounds or equipment. In the case of Miss Dawson vs. The Tulare City School District, Miss Dawson's ankle was crushed by a piano falling on her. The piano was on a defective "dolly."

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ABOUT BOOKS

THE RAIN-MAKERS, by Mary Robert Coolidge; The Indians of Arizona and New Mexico, the pueblo dwellers, and the nomads of the plains have found in Mrs. Coolidge an interpreter who brings to her task the fruits of a lifetime spent in the field of economic research, the experience of years of sympathetic contact with the Indian in his home, and a rare gift of insight into the Indian spirit which gives us a book full of poetic beauty laid upon a basis of scientific accuracy. We have in "The Rain-Makers" the colorful background of an arid land, the home of Indians whose customs and religion center around the thought of water. Their "ancient deep-rooted social order" lies before us through their arts, their industries, their religion, and their social life. The book is more than an accurate and sympathetic interpretation of the desert Indians. It is an exposition, scientific to be sure, but yet deeply moving in its human significance, of the effect of a strange, harsh, gorgeous land upon the customs and faith of its inhabitants. Like all really fine narratives, "The Rain-Makers" has a simplicity that will appeal to children. It should find a place in every classroom library, where it will interpret the life of these primitive people to children, to whom perhaps they are nearer in spirit than to the older reader. Mrs. Coolidge was formerly on the faculty of Stanford University, and during the past years has been on the faculty of Mills College in the department of sociology. She is a member of the State Board of Education. California is honored in having, in our highest educational council, a woman of such devotion and of such rare gifts and training. (Houghton Mifflin Company. Price $4.)

ADVENTURES IN HEALTH, by Nathalie Forbes Moulton: Buddy and Blossom live in the country, and through their experiences the reader learns many health lessons. The book is written for primary grades. It is charmingly written and illustrated. The author has also written "The Brownies' Health Book." (Little B. Brown & Co., 34 Beacon Street, Boston, Mass. Price 70 cents.)

H. A. SESSIONS COMMENTS ON NEW BOOKS

IN HIS RECENT BOOK, "A Sociological Philosophy of Education," Ross Finney says that the "academic" education of a teacher should consist of the arts, the sciences, and the new humanities. With this I heartily agree, but would add that teachers should learn the applications of these to the teaching of the pupils. The teacher who studies biology in college and cannot teach elementary nature study, or analytical geometry and cannot teach intuitive geometry, has wasted time so far as preparation for rural elementary teaching goes.

To sum it all—the teaching of a teacher should get him ready to teach what he is paid to teach. H. A. SESSIONS.

THE STATE DEPARTMENT OF EDUCATION, division of adult education, Ethel R. Allen, chief, announces an adult education summer school at the University of California, Berkeley, July 1 to August 9, 1929. Politics, economics, arts and sciences, will be taught as models of method. The 3500 evening school teachers and any other teacher or citizen may enroll as students. Doctor Stoltz, Doctor C. A. Prosser, and others will give suitable courses.

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THE WESTERN JOURNAL of EDUCATION

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE LOS ANGELES County Board of Supervisors, on April 15, unanimously appointed H. S. Upjohn, Superintendent of Los Angeles County schools. The wisdom of the supervisors' choice of Mr. Upjohn for the superintendency of the most populous county in California, and the most lucrative county school position in the state, is shown by the great voicing of approval of the appointment by schoolmen of Los Angeles County and of California.

Mr. Upjohn is no stranger to the problems facing the Superintendent of the Los Angeles County schools. Since the passing of his former chief, the late Mark Keppel, he has been Acting Los Angeles County Superintendent, and previous to that, for years, he was Director and Assistant County Superintendent of Schools in Los Angeles County, in immediate charge of the visual education division.

Mr. Upjohn will do honor to the position and will maintain the high educational standards of the Los Angeles County schools.

R. E. GREEN, District Superintendent of the Fullerton grammar schools, is a delegate to the International Rotary Convention at Dallas, Texas, May 27 to 31.

R. P. MITCHELL, Superintendent of Orange County schools, is building the new Orange County course of study through the coöperative effort of committees of teachers and principals chosen from the county's schools. Seven committees are working in the different fields. Members are as follows: *History and Civics:* Robert Lehnhardt, Anaheim, chairman; Miss Margaret Falconer, Brea; Miss Mabel A. Lush, Orange; Mrs. Ethel Evans, Garden Grove; Miss Mabel L. Royer, Buena Park. *Geography and Agriculture:* Mrs. Louise H. Bradshaw, chairman, Orange; Miss Mary E. Durbin, Tustin; Miss Elsie Chambers, Huntington Beach; Francis J. Addy, Yorba Linda; Mrs. Maude B. Davis, Costa Mesa. *Language and Grammar:* Mrs. Pauline Merchant, chairman, Garden Grove; Mrs. Elta Evans, Savanna; Mrs. Nettie Bryant, Newport Beach; Miss Marie Beck, Brea; Mrs. Dora Linke, La Habra. *Reading—Grades 1–3:* Miss Harriet Sherwin, chairman, Fullerton; Miss Marie Madden, Laguna Beach; Miss Elinor Elder, Brea; Mrs. Miriam Porter, Newport Beach; Miss Lotta H. Brandon, Orange. *Reading—Grades 4–8:* Mrs. Mabel M. Paine, chairman, Yorba Linda; Mrs. Gladys M. Head, Orangethorpe; Lois Wheeler Garden Grove. *Spelling:* Miss Ethel M. Himes, chairman, Tustin; Miss Agnes Smith, Huntington Beach; Miss Alma Bode, Orange. *Art:* Mrs. Evadna Perry, chairman, La Habra; Miss Juanita Smith, Fullerton; Miss Lucy Royce, Tustin; Miss Alice Dodge, Seal Beach; Miss Evelyn Wells Lewis, Anaheim.

THE PASADENA CITY SCHOOLS ELEMENTARY LIBRARY has been moved into new and commodious quarters at 581 North Garfield Avenue. Miss Grace I. Dick, the librarian, has arranged the new place into a model school library, where the feel of the charm of good books is alive. The building is two stories and of brick, with lawn and trees in front. The visual education department of the Pasadena city schools is housed in the same building.

BEVERLY HILLS, where E. J. Hummel is Superintendent of Schools, is dominated by the architectural and landscape beauty of its homes. This feeling for the artistic is felt in the schools lately built, such as El Rodeo de las Aguas School, and in the one now under construction. Probably nowhere in the United States have such buildings been erected with such an idea of utilitarian beauty of atmosphere for elementary school children in mind. The new school now building, as yet unnamed, contains nineteen classrooms, administrative suite, domestic science, manual training, cafeteria, library, primary rooms, kindergarten, auditorium, and Boy Scout room. The cost will be approximately $210,000. Occupancy is planned by the September opening of schools.

SUPERINTENDENT F. F. MARTIN of Santa Monica schools is planning the starting of a junior college this next school year in Santa Monica. Doctor Ralph H. Bush, for the last two years dean of the Long Beach Junior College, and before that dean of the junior college at Joliet, Ill., has been appointed director of the junior college for Santa Monica. Three hundred students are expected the first year. Ten teachers, including part-time instructors, will be employed. For the time being the junior college will function in a portion of the present Santa Monica High School plant. Ultimately a separate building, and perhaps a campus, will be taken under consideration.

DE WITT MONTGOMERY, Superintendent of Visalia schools, has had a campaign under way for a $210,000 bond issue. The money is asked for a building that will include ten classrooms, an auditorium seating 1250, and the administrative offices. The new unit will be erected on the thirty-acre campus in harmony with previous construction. This is Mr. Montgomery's tenth year as head of the Visalia schools. In that time he has seen the high school increase from 231 to 748 students.

ON MAY 11, at the Hotel Biltmore, Los Angeles, a large number of educators of Southern California attended a luncheon in honor of H. S. Upjohn, the newly appointed Superintendent of Los Angeles County schools. The luncheon was given under the auspices of the Los Angeles County School Administrators and Supervisors Association. The committee on arrangements consisted of E. J. Hummel, chairman, Beverly Hills; Mrs. L. M. Sherer, Garvey; R. B. Walters, Arcadia; D. A. Stouffer, Norwalk; C. D. Jones, Hermosa Beach.

S. H. THOMPSON, District Superintendent of Whittier schools, has provided for a Recreation School for Whittier this summer. The school will open July 1 and close August 23. Seven teachers, two nurses, one dietician, and one helper will be employed at an expenditure of around $4000. The Health School that Los

Angeles County maintains in Whittier will be held in conjunction with this Recreation School. An enrollment of two hundred or more children is expected. The program of study includes games, shop, sewing, swimming, and music.

MISS ADA YORK, Superintendent of San Diego County schools, is in favor of county get-together athletic meets. On April 26 occurred the San Diego County track meet for the larger schools, and May 4 that of the smaller schools of the county. Miss Margaret Van Vorhees, county supervisor of physical education, had much to do in planning the successful outcome of these meets.

W. C. CONRAD, former Superintendent of Venice schools, was promoted to an assistant superintendency of the Los Angeles city schools on March 4. At the time of promotion, Mr. Conrad was in charge of the division of libraries and textbook activities for the high schools of Los Angeles city. In his new position he will have charge of the same department and in addition have a division of forty-seven elementary schools, have charge of extra-curricular activities, and administrative charge of visual education.

GLENDALE, under Superintendent R. D. White, is busy expending the recently voted bond issue of $725,000 for elementary schools. Six additions to existing plants and three new schools are under way. The passing of the bond issue was, in part, caused by a careful analysis of the housing needs of the Glendale city schools which Mr. White made available to the Board of Education and to the public in December, 1928. Glendale, now a city of nearly seventy thousand people, hopes in the near future that legislation will be made available so that there may be a unification of both elementary and secondary school systems in Glendale under one management. At present, Superintendent White is in charge of the first eight grades and George U. Moyse is the head of the Glendale Union High School system, which has two magnificent high school buildings, one plant on the east side of town now being in the last stages of completion.

CLARENCE W. EDWARDS, Superintendent of Fresno County schools, is being commended for his efficient and economical administration of the schools of his county.

MISS FRANCES AVERELL, this year supervisor of immigrant education in Fresno County, is a graduate of the University of California of the class of 1922 and a specialist in social service activities. At California her graduate work was done in economics and social service training courses. For three years, Miss Averell was supervisor of attendance and Americanization classes in the Pittsburg, Cal., schools, and last year was stationed in New York at the Girl Scout headquarters. Miss Averell is making a great success of her Americanization work in Fresno County.

D. C. WEAGE, District Superintendent of the Clovis schools and a member of the Fresno County Board of Education, is writing the new Fresno County reading course of study. Mr. Weage will attend the summer session at Stanford University this year.

CHARLES EDGECOMB, District Superintendent of Selma schools, plans to enroll in the coming Fresno State Teachers College summer session at Huntington Lake.

THE AMERICAN BOOK COMPANY has had Philip P. Maxwell, California 1925, in the San Joaquin Valley territory this past year. Mr. Maxwell enters the book business after experience in the teaching and commercial fields.

THE NEW BAKERSFIELD CITY REPORT CARD, which Superintendent Lawrence E. Chenoweth and a committee of fifteen teachers drew up this year, has many commendable features. The report to parents covers practically every phase of modern educational management: grade placement, attendance summary, scholarship record, suggestions for improving scholarship, traits, weight, etc.

THE CARUTHERS UNION HIGH SCHOOL, of which C. Leroy Walton is principal, is well worth a visit. The layout of the grounds, with lawns, trees, and shrubbery, makes it one of the most attractive of California's country high schools.

LAWRENCE E. CHENOWETH, Superintendent of Bakersfield city schools, has carried out a full and expanding program during his first year in his new position.

A building on the Emerson School grounds was turned into an administration building for the Board of Education, and has offices for the business department, a warehouse room, and the Superintendent's administrative suite, with facilities for meetings of committees of teachers.

In the line of improving supervision, Miss Vera A. Marzian was secured as music supervisor and John L. Compton was made supervisor of attendance and physical education. Miss Marzian left the county supervisorship of music of Santa Barbara to accept the Bakersfield position. Her work has been most successful. Six orchestras have been formed. Glee clubs of five and six hundred voices have been trained and have been in demand upon many occasions. A choral club of teachers has given some fine recitals. The most outstanding accomplishment of the music department this spring was the giving of the pageant "Miss Columbia's Visit to California," in six episodes. Music for this pageant was written by Miss Marzian.

Mr. Compton, in physical education, has put on several field days for both boys and girls that have created a wholesome athletic activity.

A new course of study has been made this year by committees of the Bakersfield teachers under Mr. Chenoweth's direction. Six months were taken by these committees in studying the various subject problems. The new course of study has been arranged for three levels of intelligence. Mental testing of the upper grades was one of the accomplishments of this past year, in preparation for the new curriculum work.

ROBERT W. STURGES, supervisor of attendance for Santa Monica, is also editor of the Santa Monica *School Bulletin.*

LAWRENCE E. CHENOWETH, Superintendent of Bakersfield city schools, will give two courses at the Santa Barbara State Teachers College summer session this year. One on rural education and the other a course for administrators.

DOCTOR M. E. HERRIOT, the first of this year, was appointed assistant director of the division of psychology and educational research of the Los Angeles city schools, a division which functions under the leadership of Doctor Elizabeth L. Woods. Doctor Herriot will have charge of curriculum research for the junior and senior high schools. Associated with Doctor Herriot in this work will be W. Walker Brown, social studies; Charles H. Nettles, assistant director, science; Mrs. Florence D. Fuller, mathematics; Miss Mabel C. Hermans, English. At present, Doctor Herriot is laying out plans for a comprehensive study of the entire secondary curriculum situation in Los Angeles.

Doctor Herriot comes to his present position well qualified to direct some outstanding studies for advancement in present secondary curriculum work. Born in 1897, near Fisher, Champaign County, Illinois, Doctor Herriot's record is as follows: He was graduated from the Mahomet, Illinois, High School in May, 1914. In June, 1916, he received a diploma from the Illinois State Normal University; in June, 1921, he received the bachelor of philosophy degree in education with departmental honors from the University of Chicago; and in 1923, the master of arts degree in education from the University of Missouri. In the meantime, he attended summer sessions of the University of Minnesota and Leland Stanford Junior University. Since 1924, he has done graduate work in the University of Illinois. He was science teacher in the Barry, Illinois, High School,

1916–17; principal of the Stockton, Illinois, High School, 1917–18; assistant headmaster of the Saint James School, Faribault, Minn., 1918–20; science teacher in the Francis W. Parker School of San Diego, Cal., 1921–22; supervisor of science teaching in the University High School of the University of Missouri, 1922–24, being also assistant to the dean of the school of education, 1923–24; and associate, bureau of educational research, University of Illinois, 1924 to the present.

He is a member of Phi Delta Kappa and Kappa Delta Pi. His name appears in "Who's Who Among North American Authors."

C. S. Clark is ending his nineteenth year as Superintendent of Merced city grammar schools. At the beginning of his superintendency Mr. Clark had one school with 225 pupils. At the present time Merced has seven schools and 1400 pupils, and a faculty of thirty-eight teachers. A site for another new school is being considered, and additions to the Galen Clark School will be made this summer in preparation for next school year's increased enrollment.

Melrowe Martin, City Superintendent of Ventura schools, and his Board of Education have decided to turn the present high school plant into a junior high school and establish the high school and junior college on a recently acquired new site. Bonds for the erection of the buildings have already been voted. Ventura is committed to the 6-4-4 plan.

Ukiah and Willits will have two new high school buildings at the opening of next school year. Charles M. Fulkerson, principal of the Ukiah High School, and Edward Blackman, principal of the Willits High School this last year, both had their buildings destroyed by fire within a few days of each other. The towns are thirty miles apart. Incendiarism was suspected, but nothing proved.

The Ukiah High School building contains twenty-two classrooms and an auditorium seating one thousand. The bond issue was for $150,000. Ukiah High School has an enrollment of 285 students and a faculty of eight.

The sum of $115,000 is being spent at Willits for a one-story building, three hundred feet long, with an auditorium of six hundred capacity and a gymnasium.

Mr. Blackman, principal of the Willits High School, has the record of being elected principal of the school upon three different times and has served as principal from 1910–1912, 1914–1920, and 1925 to the present.

George C. Bush, Superintendent of South Pasadena schools, will be a California state delegate at the World's Educational Conference at Geneva, July 26 to August 3. Mr. Bush will leave for Europe with Mrs. Bush on June 31, and expects to be back in South Pasadena by September 3.

Miss Eva D. Edwards, in charge of primary supervision in Alhambra these last two years, has been made general supervisor. Her duties will include supervision of the eight grades in Alhambra. Miss Edwards will lecture on Junior Red Cross this summer at both sections of Miss Swope's School at Santa Cruz and Long Beach and also at the summer sessions at Flagstaff, Ariz., and Santa Barbara, Cal.

Edwin B. Tilton, Assistant Superintendent of San Diego city schools, was presented this spring by Stanford University with the Phi Delta Kappa Distinguished Service Key, which is awarded those who have accomplished seven years of meritorious educational service.

Fred A. Boyer is ending his twelfth year as City Superintendent of the Coronado grammar schools. During this period there has been a gradual growth from 168 pupils to a present enrollment of 765. Four new rooms and three additional teachers are planned for next semester. The event of the spring was the

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May Day Festival given by four hundred children under the guidance of the teachers. This is the twelfth time the May Day fête has been given under Mr. Boyer's guidance. The event has become a public affair of note. Three thousand people were in attendance this year, and the place of performance, the City Park, was gay with color and dance.

JOHN A. CRANSTON, Superintendent of Santa Ana city schools, is campaigning for a $465,000 elementary school bond issue. The money is intended for the construction of additions to present plants and for the construction of three new schools, two for Mexican children and one for white children.

THE LAGUNA BEACH ART ASSOCIATION, the largest organization of its kind in the United States, of which George C. Sherwood, Superintendent of Orange grammar schools is a member, has had an art exhibition in the intermediate school at Orange. Among the pictures is a landscape by Mr. Sherwood.

"CHARACTER EDUCATION," a course of study for grades one, two, three, four, five, and six, Long Beach city schools, Long Beach, Cal., price $1.40, was printed in January, 1929. This is the latest course of study monograph prepared by the Long Beach department of curriculum under the direction of Emil Lange, director, Maud Wilson Dunn, research assistant, and L. Thomas Hopkins, professor of education, University of Colorado, consultant. The aims, outcomes, general suggestions for procedure, and most of the type lessons for this course of study in character education were written by Romala M. Adams, in coöperation with Maud Wilson Dunn. For grades one, two, three, four, five, and six, honesty, courtesy, responsibility, industry, and punctuality were the points of departure in the course of study work.

WALTER R. HEPNER, Superintendent of San Diego city schools, has inaugurated a conference on secondary school counseling in his city. The general purposes of the counsel are as follows:

1. To coördinate the counseling activities between the various secondary schools.
2. To articulate the program of education between the junior and senior high schools.
3. To study the general technique of counseling.
4. To promote the counseling function in the San Diego city schools.

The personnel of the council was to include the following persons: Superintendent of Schools, chairman; one senior high school principal, one junior–senior high school principal, one junior high school principal, one visiting teacher, and one person from each secondary school whom the principal considers would serve as a representative member of his counseling and guidance program.

The personnel of the council for this year, following the above plan, consists of Walter R. Hepner, chairman; John Aseltine, San Diego High School; Clarence E. Johnson, La Jolla Junior–Senior High School; Floyd A. Johnson, Woodrow Wilson Junior High School; Edward C. Taylor, San Diego High School; Ruth Schaefer, La Jolla Junior–Senior High School; Virginia Williams, Point Loma Junior–Senior High School; Cecelia M. Collier, Memorial Junior High School; Della S. Clark, Roosevelt Junior High School; Sallie Sisson, Woodrow Wilson Junior High School; Ethel Reynolds, visiting teacher; Sarah Crosby, Part-Time High School; Paul E. Klein, Evening High School.

INTER-AMERICAN EDUCATION CONFERENCE

TO DEVELOP a closer educational relation among nations of the Western Hemisphere, President Uel W. Lamkin of the National Education Association of the United States has invited the ministers of education of nineteen South and Central American countries to attend an Inter-American conference to be held at Atlanta, Ga., in connection with the N. E. A. convention, June 28 to July 4.

SOURCE MATERIAL FOR MEMORIAL DAY PROGRAM

The Origin of Memorial Day

Memorial, or Decoration, Day was established by Commander in Chief John A. Logan on May 5, 1868, for the purpose of decorating the graves of the soldiers who died in defense of their country. It is because of this decorating that the day is often called "Decoration Day." At first the soldiers of the Civil War were those to be remembered; next those of the Spanish–American War were added to the number. The graves of the soldiers of the World War now complete the sad list. The day has developed a significance for those who have buried their loved ones, and it is now regarded as one to decorate the graves of all the dead with wreaths and flowers.

The general order establishing the first Memorial Day follows:

Headquarters, Grand Army of the Republic,
Washington, D. C., May 5, 1868.

General Orders, No. 11.

I. The 30th day of May, 1868, is designated for the purpose of strewing with flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village, and hamlet churchyard in the land. In this observance no form of ceremony is prescribed, but Posts and Comrades will in their own way arrange such fitting services and testimonials of respect as circumstances may permit.

We are organized, Comrades, as our Regulations tell us, for the purpose, among other things, of preserving and strengthening those kind and fraternal feelings which have bound together the soldiers, sailors, and marines who united to suppress the late rebellion. What can aid more to assure this result than by cherishing tenderly the memory of our heroic dead, who made their breasts a barricade between our country and its foes? Their soldier lives were the reveille of freedom to a race in chains and their deaths a tattoo of rebellious tyranny in arms. We should guard their graves with sacred vigilance. All that the consecrated wealth and taste of the nation can do to their adornment and security is but a fitting tribute to the memory of her slain defenders. Let no wanton foot tread rudely on such hallowed grounds. Let pleasant paths invite the coming and going of reverent visitors and fond mourners. Let no vandalism or avarice or neglect, no ravages of time testify to the present or to the coming generations that we have forgotten as a people the cost of a free and undivided Republic.

If other eyes grow dull and other hands slack, and other hearts cold in the solemn trust, ours shall keep it well so long as the light and warmth of life remain in us.

Let us then, at the time appointed, gather around their sacred remains and garland the passionless mounds above them with choicest flowers of springtime; let us raise above them the dear old flag they saved from dishonor; let us in His solemn presence renew our pledge to aid and assist those whom they have left among us, a sacred charge upon a nation's gratitude—the soldier's and sailor's widow and orphan.

II. It is the purpose of the Commander in Chief to inaugurate this observance with the hope that it will be kept up from year to year while a survivor of the war remains to honor the memory of his departed comrades. He earnestly desires the public press to call attention to this Order, and lend its friendly aid in bringing it to the notice of comrades in all parts of the country in time for the simultaneous compliance therewith.

III. Department Commanders will use every effort to make this order effective.

By command of

John A. Logan, *Commander in Chief.*
N. P. Chipman, *Adjutant General.*

How to Display the Flag

When and how the national flag should be displayed at full staff is plainly set forth in a circular issued by the Sons of the Revolution. These are the dates and the direction:

Lincoln's Birthday, February 12.
Washington's Birthday, February 22.
Battle of Lexington, April 19.
Memorial Day, May 30. On Memorial Day the flag should fly at half staff from sunrise to noon, and full staff from noon to sunset.
Flag Day, June 14.
Battle of Bunker Hill, June 17.
Independence Day, July 4.
Battle of Saratoga, October 17.
Surrender of Yorktown, October 19.
Evacuation Day, November 25.

The flag should not be hoisted before sunrise, nor allowed to remain up after sunset.

At retreat—sunset—civilian spectators should stand at attention and uncover during the playing of "The Star-Spangled Banner." Military spectators are required by regulation to stand at attention and give the military salute. During the playing of the hymn at retreat the flag should be lowered, but never allowed to touch the ground.

When the national colors are passing on parade, or in review the spectators should, if walking, halt, and if sitting, arise, and stand at attention and uncover.—*Journal of Education.*

Our Flag

(Three children, each carrying a small flag, appear upon the stage. Each child wears a sash of tissue paper, one of red, one of white, one of blue. The sashes are worn over the right shoulder and tied at the waist under the left arm. Sashes of bunting or silk are more effective.)

All—

"We wear today the colors
To which our hearts are true;
We wave them now above us,
The Red, the White, the Blue.

Red Sash—

"Red, like the rays of the morning
When comes the dawn's first gleam,
Within our glorious banner
Seven brilliant stripes are seen.

White Sash—

"Pure as the snowflakes falling
Upon the mountain side,
Amid the streaks of crimson
Six stripes of white abide.

Blue Sash—

"And, as the sky at the evening
Enfolds the stars of night,
The blue field of 'Old Glory'
Bears all its stars of white.

All—

"Give we our grand old banner
The honor that is due
To Freedom's sacred emblem,
The Red, the White, the Blue."

Memorial Day Quotations

We pay silent and grateful tribute today to those gallant sons of America who have given their lives that the great principles of liberty and justice might endure. Their heroism, their love of country, and their self-sacrifice, will forever constitute the brightest pages of American history. The traditions received from their forefathers gave them the inspiration for patriotic service which will be a consecrated guide for future generations. We shall always remember the brave soldiers of our Allies whose supreme sacrifice on the battlefields of Europe in the cause of right made victory possible. We salute the Allied dead.—*John J. Pershing.*

The Americans fought side by side with the French soldiers for the triumph of Justice and Right. The sacrifices of those who fell show clearly to us our duty, for their voices rise unceasingly to proclaim that only the union of the allied countries, sealed upon the fields of battle, will uphold the peace of the world.—*Marshal Foch.*

These heroes are dead. They died for liberty—they died for us. They are at rest. They sleep in the land they made free, under the flag they rendered stainless, under the solemn pines, the sad hemlocks, the tearful willows and the embracing vines. They sleep beneath the shadows of the clouds, careless alike of sunshine or of storm, each in the windowless palace of Rest.

Earth may run red with other wars—they are at peace. In the midst of battle, in the roar of conflict, they found the serenity of death. I have one sentiment for soldiers living and dead: Cheers for the living; tears for the dead.—*Robert G. Ingersoll.*

Let us scatter over the graves the brightest beauties of life—the glad tokens of a blessed immortality.—*Mitchell.*

"Dead on the field of honor!" This is the record of thousands of unnamed men, whose influence upon their generations is associated with no personal distinction, but whose sacrifice will lend undying luster to the nation's archives, and richer capacity to the nation's life.—*Chapin.*

The love that shines from a patriot's grave is a pure and holy light.—*Everett.*

He who plows and plants that others may reap is of noble blood; but he who dies that a nation may live is made of the stern stuff that justifies the songs that sing his deeds and the wreathed marble that marks the sacred spot where his ashes sleep.—*Anon.*

Sleep, soldiers! still in honored rest
Your truth and valor wearing;
The bravest are the tenderest—
The loving are the daring.
—*Bayard Taylor.*

Sleep, comrades! sleep and rest
On this field of grounded arms,
Where foes no more molest,
Nor sentry's shot alarms.

Stoop, angels, hither from the skies!
There is no holier spot of ground
Than where defeated valor lies
By mourning beauty crowned.
—*Henry Wadsworth Longfellow.*

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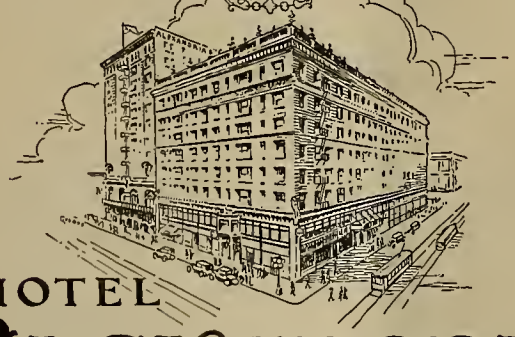

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For He who gave His only Son
Can surely understand
That they laid down their lives for us,
And for their native land.

Oh! moon, shine on in Flanders fields
And touch each cross with peace;
And let them quietly sleep on
Whose souls have found release.
—*Mabel Hicks.*

For the youth they gave and the blood they gave
We must render back the due;
For every marked or nameless grave
We must pay with a service true;
Till the scales stand straight with an even weight
And the world is a world made new.
—*Theodosia Garrison.*

—"far-off voices of the future sing,
'They shall remain in memory's diadem';
And winds of promise still are whispering
Through storied years, 'We shall remember them.'"
—*James Terry White.*

Out of the sorrows common alike to North and South came this beautiful custom. But Decoration Day no longer belongs to those who mourn. It is the common privilege of us all, and will be celebrated as long as gratitude exists and flowers bloom. —*Chauncey M. Depew.*

Grow, grasses green! and towns, make haste to cover
Each riven plain and field of battle over;
Whirl, busy wheels, and drown for aye the din
Of ended strifes and discords that have been!
So thickly strew each soldier's grave, O flowers,
We shall not heed which bed the bright bloom showers!
—*Olive E. Dana.*

The army of Grant and the army of Lee are together. They are one in faith, in hope, in fraternity, in purpose, and in an invincible patriotism. In justice strong, in policy secure, and in devotion to the flag, all one.—*President McKinley.*

They sleep in their manhood, the true and the brave,
And Liberty guardeth each patriot's grave;
Some in the sunlight, and some in the shade,
Some 'neath the vine in the wren-haunted glade,
Some in a nook nearly hidden from sight,
Others far up the lone mountain height;
Though scattered they be, the Blue and the Gray,
The love of the nation will find them today.
—*T. C. Harbaugh.*

'Twas not in vain, O noble band,
Your blood imbued Columbia's sod,
United now her children stand,—
One flag, one country, and one God.
—*George D. Emery.*

Any Memorial Day of this sort is, of course, a day touched with sorrowful memory, and yet I for one do not see how we can have any thought of pity for the men whose memory we honor today. I do not pity them. I envy them, rather, because theirs is a great work for liberty accomplished. . . . When you reflect upon it, these men who died to preserve the Union died to preserve the instrument which we are now using to serve the world—a free nation espousing the cause of liberty.—*Woodrow Wilson.*

The Honored Dead

THEY THAT DIE for a good cause are redeemed from death. Their names are gathered and garnered. Their memory is precious. Each place grows proud of them who were born there. Children

shall grow up under more sacred inspirations whose elder brothers, dying nobly for country, left a name that honored and inspired all who bore it. Orphan children shall find thousands of fathers and mothers to love and help those whom dying heroes left as a legacy to the gratitude of the public.

O, tell me not that they are dead, that generous host, that airy army of invisible heroes. They hover as a cloud of witnesses above this nation. Are they dead who speak louder than we can speak, and a more universal language? Are they dead that yet move upon society and inspire the people with nobler motives and more heroic patriotism?—*Henry Ward Beecher.*

Memorial Day

(From Federal Citizenship Textbook)

Every year we have a Memorial Day. It comes on May 30. This is a beautiful time of the year. The grass is green, the flowers are in blossom, and the birds are singing. Our country is beautiful and we are happy here. We stop to honor those who lived and died for our country. We have many blessings because of their service.

It is a beautiful holiday. Parades are held. The flag of our country is placed over every soldier's grave. Flowers are lovingly placed there, too.

This day was set apart in memory of the Civil War soldiers and sailors. They fought to keep our country one nation. We must not forget them. Only a few are living now. They wear their blue uniform on Memorial Day. Once they were called "The Boys in Blue." We honor and respect these old men and their dead comrades. They followed our flag as others have done. We now also honor the dead soldiers and sailors of the Spanish War and the World War on Memorial Day.

America keeps no large army. Her young men come when she calls them to the colors. They will live for her and work for her; they will give their lives for her. We honor all who are loyal to America. On Memorial Day we honor those who died for our land.

In Flanders Field

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly,
Scarce heard amidst the guns below.
We are the dead. Short days ago
We loved, felt dawn, saw sunset glow,
Lived and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe!
To you from falling hands we throw
The torch. Be yours to hold it high!
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

—*Lieutenant Colonel John D. McCrae.*

America's Answer

Rest ye in peace, ye Flanders dead;
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep
With each a cross to mark his bed,
Where once his own life blood ran red.
So let your rest be sweet and deep
In Flanders fields.

Fear not that ye have died for naught.
The torch ye threw to us we caught.
Ten million hands will hold it high,
And Freedom's light shall never die!
We've learned the lesson that ye taught
In Flanders fields. —*R. W. Lillard.*

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NEWS AND COMMENTS

By HARR WAGNER

VACATION DAYS ARE HERE. It is the mountains, or the sea, or summer sessions, somewhere.

THE NUMBER OF TEACHERS who have asked for leaves of absence for European tours exceeds the record of all previous years. It is fine to step on European soil and return to the United States, with appreciation of the people, the scenery, and landmarks of Europe, and to better contentment with the newness and visions of the future in our own great country.

DOCTOR A. E. WINSHIP, in a recent issue of the *Journal of Education,* gave a fine tribute to W. M. Culp, who conducts the department in the WESTERN JOURNAL OF EDUCATION entitled "Jottings of a Traveling Bookman," and to May Dexter Henshall, who edits, so efficiently, the Library Department.

AN ESTATE consisting of two homes and almost thirty acres of land has been deeded as a gift to the Pennsylvania State Education Association by Doctor Houston Mifflin to found a home for retired or convalescent teachers.

SUPERINTENDENT OF PUBLIC INSTRUCTION VIERLING KERSEY has issued a multigraphed report of the various activities of the State Department of Education to the Governor at the council meeting, April 24, 1929. The pages devoted to the conclusions from the investigation of supplementary textbooks for elementary schools and aspects of rural education in California are of very great interest. It does not seem possible that the Legislature and the Governor will enact a law contrary to the intelligent recommendations of the Supplemental Textbook Committee. The section of this report devoted to state enrollment, locational cost per pupil of elementary, junior high, and high schools is of great interest. The entire report is of unusual value in studying the problems that face our school administrators.

GAMALIEL BRADFORD, in the *Book Dial,* says: "Biography is written now, not to glorify or to edify, but to show human beings as God actually made them, so far as we can find this out. That we never can find it out, finally, or conclusively, or altogether, only adds to the charm of the research. And the deeper justification of this modern attitude toward biography is that it is by no means a mere matter of scandal, or of vulgar instinct of degradation, or even of idle curiosity, but is based upon the sense of a common humanity. In all the limitless universe there is one thing that supremely interests us, ourselves, just as you and I. Biography is the study of you and me. We are interested in great men and women as God made them, because he made us in the same way. We watch and dissect and analyze their weaknesses and their mistakes, their failures and their frailties, because we know there is just such frailty in ourselves, and when we find that God made them with magnificent power, we are exalted with the hope that somewhere in us all lies at least the germ of a power as splendidly creative as theirs."

Harr Wagner, in his new biography of Joaquin Miller, attempts to picture Joaquin "as is." The truth is not scandal. Life and its thrilling adventures, whether with Indians, bears, or women, has a human interest that is entirely lost in the ordinary family or historical, official, biography. The author of "Joaquin Miller and His Other Self" conforms very closely to Bradford's idea.

THE MAY ISSUE of *The Grade Teacher*, a professional magazine for the classroom teacher of all grades, edited by the brilliant Florence Hale, is an excellent number. It contains material for Decoration Day, Picture Study, School Puppets and School Plays, Stories for Primary Grades, "Efficiency in Geography Teaching" by Doctor H. W. Fairbanks, Editor's Book Shelf, etc., etc. *The Grade Teacher* is the new name for *Primary Education–Popular Educator.* Florence Hale also runs a full page on how teachers may win a free trip to Europe. For free sample copies, address Western Manager *The Grade Teacher,* 2510 Prairie Avenue, Chicago, Ill.

ROY CLOUD AND HIS ASSOCIATES of the California Teachers Association have done very efficient work in prohibiting undesirable legislation at Sacramento during the past several months. In spite of their work, the Retirement Salary Bill was finally killed, and the teachers will have to wait for several years to secure adequate retirement salaries.

One of the most notable accomplishments was "killing" that portion of a tax bill that would give boards of supervisors control of the public school funds.

The bill to authorize the state to publish supplemental school books is without merit and yet had many members of the printing craft and labor people for it. The union labor people overlook the fact that textbooks are practically all printed in union shops. Why rob the printers of New York, Chicago, and San Francisco to pay the printers at Sacramento? We are afraid that "the brotherhood of man" philosophy does not include "the brotherhood of all men." Books should be selected for merit and adaptability to the locality in which they are used. For instance, children should be taught the geography and history of California, United States, and then the world. And supplemental books, to a large extent, should fit the child's environment until, by comparison and growth, it is taught to comprehend the geography and the racial and social conditions of the universe. The bill passed and will become a law if the Governor signs it.

Roy Cloud has succeeded in having tabled, killed, or beaten on the floor, all the bills that were not potentially for the benefit of the schools.

"Book Builders"

By CLARENCE L. MCCLARTY *of the Bindery*

THEY MAY BOAST of spanning rivers,
They may talk of structures grand,
That stand as living monuments
To the intellect of man.

They may brag of ships and engines,
Or the conquest of the air,
Of transatlantic flights
To the coasts of anywhere.

They may lecture on the atom,
The electron, and the ray,
And of planets new and mighty
That traverse the Starlit Way.

They may boast of all these things,
Which really are the thrillers;
But behind each act and thought
Are books—and the "Book Builders."

—From April issue of "The Book Builder," published by Ginn & Co.

DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan
Chief, Division of Rural Education of the State of California

Many One-Room Schools

By E. P. Clarke
Member State Board of Education, Editor Riverside "Press."

There are 1525 one-room schools in California, according to a report just issued by the State Department of Education. The modern tendency in education is toward larger units of school administration and towards consolidated schools with a wide use of school busses to transport children to these central schools. The fact remains, however, that even in a state like California that is famous for its progressive educational policies, the "little red school house" is still an important factor in our educational system. The number of one-room schools in the counties of Southern California is as follows:

Imperial	10
Inyo	16
Los Angeles	27
Orange	1
Riverside	21
San Bernardino	27
San Diego	44
Santa Barbara	20
Ventura	17

It will occasion some surprise to find that Los Angeles County still has twenty-seven one-room schools; but it must be remembered that in spite of its great city population, that county has a large rural area with a sparse and widely scattered population. The population of Orange County is very compact and that explains the absence of the one-room school in that county.

The counties having the largest number of one-room schools are as follows:

Humboldt	62
Mendocino	72
San Luis Obispo	58
Shasta	84
Sonoma	74

The average enrollment in the one-room schools in Shasta County is only nineteen, while in Riverside County it is thirty-two.

It is undoubtedly uneconomical and educationally unsound to conduct a one-room school when consolidation is possible; and opposition to progressive school methods and the strong individualism of some rural communities have retarded the movement for consolidation. It must be frankly recognized, however, that the distribution of population in California is such that even though we had the "county unit" plan of organization or some other plan that would guarantee larger units of administration, we can never hope to do away with the one-room rural school. There are hundreds of rural schools in the state that are so remote from other schools that the cost of consolidation and transportation of pupils is prohibitive. As the state develops and as our highway system is extended, that condition will be modified; but we must admit that there are probably 25,000 children in the state whose elementary education will have to be given in the one-room school; and the obligation is on the state and on the several counties to give those children in isolated communities as good an education as is possible under the system to which they are limited. Better trained and more resourceful teachers are needed for those schools than are required in a well-organized, efficiently supervised city system; and we should seek to make the salaries and living conditions for teachers in those one-room schools so attractive that fine teachers will go there. There is no finer type of educational and social service offered for a teacher than is supplied by many of these schools; and the opportunity for that service makes a strong appeal to some of our fine young men and young women who are training for the teaching profession.

The Perry Pictures

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Shepherd and His Flock — *Rosa Bonheur*

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FOR TEXTBOOKS

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Library District Meetings

When the California Library Association was very young it met every month in the year except the summer months of June, July, and August. As town libraries increased in number, due largely to the activities of organizers sent out by the State Library from its Department of Public Libraries, the association became too large for monthly meetings and the idea of district meetings was conceived.

One of the early library publications has the following item about the California Library Association: "In June, 1906, James L. Gillis was chosen president. A new constitution was adopted which contained a provision directing the president of the association to appoint district presidents and designate a district for each one, the number of districts and their location being left to the discretion of the president. This scheme was the suggestion of Mr. Joy Lichtenstein of the San Francisco Public Library and has proved most successful. The plan permits the districts to hold meetings at times when it is most convenient to their conditions and to take up and discuss subjects that are of particular interest to their section. It gives a variety and elasticity to the association and interests members and citizens generally in a way that would not be possible otherwise."

Mr. Gillis was elected and reëlected president of the association from 1906 to 1909. At the annual meeting in 1908, Mr. Gillis increased the number of districts to nine and there has been no change in the intervening years.

The districts hold their annual meetings prior to the annual convention of the California Library Association which meets this year May 6–8 in Sacramento. Miss Mabel R. Gillis, president of the association, is directing its activities this year and has attended and taken part in the district meetings in the various sections of the state.

The following article is a résumé of the most recent library district meetings.

The Seventh District held an interesting luncheon meeting at the Eureka Inn, Eureka, on March 16. While this district consists of only two counties, Humboldt and Del Norte, with a small number of library workers, it always holds an interesting meeting of some sort and those from afar who are privileged to attend enjoy the interest of the library workers and the beauty of the country in which they are located.

Miss Edna D. Davis, assistant in the Humboldt County Free Library, president of the district, presided at the luncheon table which was beautifully decorated with spring flowers. The Humboldt County Library staff was present in full force as well as several custodians of county library branches. Other libraries represented were the Arcata Public Library and the Humboldt State Teachers College Library at Arcata.

The principal speaker at the meeting was Mabel R. Gillis, president of the California Library Association, who told of library conditions throughout the state. She also gave some account of Mr. Ferguson's work on the library survey in South Africa, as given in his recent letters home.

At the conclusion of the program, Charles S. Graves, librarian of the Humboldt State Teachers College Library, was elected nominator and Miss Ida M. Reagan, librarian of the Humboldt County Free Library, alternate, to act at the annual meeting of the California Library Association at Sacramento in May.

On the following Saturday, March 23, the Ninth District met at Oroville. Miss Carmelita Duff, Butte County librarian, president of the district, opened the meeting in the morning in the clubroom at the public library. Mrs. Edith Simons, librarian of the public library, acted as secretary. George T. Meeker, chairman of the Board of Supervisors, gave an interesting address of welcome, telling of the features which make life in Butte County enjoyable and paying a tribute to the county library. He was followed by Miss Gillis, president of the association, who took as her subject "Our Job, Library Service" and stressed the fact that although conditions in various parts of the state made library service different, the aim of all California libraries was the same, to get book service to the people as near as possible at the moment they wanted it. She illustrated her talk with incidents of service in the various parts of the state. Miss Mary Harris, librarian of the Siskiyou County Free Library, told a very interesting story of her work while assistant to Miss Essae M. Culver, secretary of the Louisiana Library Commission. Miss Culver was formerly librarian of Butte County, which made the story of her work doubly interesting at that place.

Through the courtesy of the Oroville Chamber of Commerce, the delegates to the meeting enjoyed a ride to historic Bidwell Bar and then returned to Oroville for luncheon. At the afternoon session Miss Flora B. Ludington of Mills College Library, who had the very enjoyable experience of visiting European libraries last summer, recounted some of her impressions gathered at what she termed "international libraries." Such libraries as that at the Vatican and the Bibliotheque National were vividly brought before us. She emphasized the fact that many of the European libraries were adopting American methods and employing American librarians.

Miss Esther Sullivan of Marysville gave a brief outline of California history and especially stressed the historic features of the counties in this district of the library association. During the afternoon songs were given by Mrs. Ada Jordan Pray and Miss Dorothy Fifer.

The hospitality of the Oroville people and the beauty of the country in the early spring made this a most memorable day.

On April 3, for the first time in ten years, the Fourth District met in Sonora. Librarians gathered there from all the valley counties represented in that district and guests from Sacramento County also attended the meeting. The delegates met at dinner at the Hotel Victoria, where Mrs. Helen R. Dambacher, librarian of the Tuolumne County Free Library, presided most graciously. Sonora offers so many subjects of historical interest that it was very fitting to open the program following the dinner with a talk by George P. Morgan, County Superintendent of Schools, who was born in Columbia, and who has been a teacher and superintendent of schools for many years. His familiarity with Tuolumne County history made his address of welcome, followed by historical reminiscences, very interesting to his audience of people from other counties throughout the district.

Miss Gillis gave a brief talk on some new features of State Library service, and Miss Bertha S. Taylor, of the State Library staff, gave in some detail the working of the newly established prints department. An exhibit of different types of prints was hung around the room and Miss Taylor gave a running comment on this little collection and the processes by which they were made. Mrs. Julia G. Babcock, librarian of the Kern County Free Library, gave a talk on what the county libraries of California have done for book distribution, presenting figures showing the amount spent by all county libraries since the establishment of the first one about eighteen years ago.

Later Mrs. H. D. Rose of Sonora gave a very interesting reading, "How One Woman Learned to Drive a Car," and had to respond to an encore. The boys' saxophone orchestra from the high school opened the meeting with some very well played selections.

In the morning the convention met for a short business meeting at which Mrs. Dambacher was elected nominator and Miss Minette L. Stoddard, librarian of the Merced County Free Library, alternate, to act at the annual meeting of the California Library Association.

At the conclusion of the business session, members of the Lions Club took the delegates for a drive to Columbia and gave them a chance to see that historic spot.

The Fifth District meeting was held at the University Farm at Davis, on Saturday, April 6. Miss Nelle U. Branch, librarian at the University Farm, opened the meeting and called upon Miss Cornelia D. Provines of the Sacramento County Free Library to preside at a round table discussion at which questions of interest to the librarians of this district were freely talked over, after which those present were taken on a tour of some of the interesting buildings and were enabled to see the work in dairy products and animal husbandry. The professors in charge of these buildings very kindly gave their time to explain the work of their departments to the visitors. Luncheon was served in the cafeteria at the Farm, and was attended by several members of the University Farm faculty.

The afternoon session was opened by greetings from the president of the state association, Mabel R. Gillis, who was followed by Professor W. W. Robbins, who talked about the literature of his particular subject, "Plant Life in California," and Professor Tracy I. Storer, who spoke of his particular subject, "Natural History of California." Both men had made lists of the books about which they spoke and these were given to those in attendance. They made the literature of their departments very live and interesting and told many personal things in regard to the books that added to their value. An auto drive around the Farm before the afternoon meeting gave the librarians an opportunity to see how large a plant is operated there.

Miss Branch was elected nominator and Mrs. Henrietta G. Eudey, Amador County librarian, alternate.

The last district meeting for this year was held in San Francisco on Wednesday, April 17. The session was held at Lane Medical Library, Nathan van Patten, librarian of Stanford University Libraries, president of the district, presiding.

A report of the First District committee on bibliographical needs of the bay region was

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read by Miss Mabel Thomas, chairman. After a consideration of her report, it was moved that the committee be continued to go further in its work next year. A report of the committee on library training of employed librarians was submitted by Miss Flora B. Ludington, chairman. After some discussion the recommendation that this committee be dismissed and its findings turned over for consideration by the general library schools committee of the California Library Association was adopted.

A short speech of greeting was given by the association president, Mabel R. Gillis, who included in her remarks some suggestions in regard to membership in the California Library Association. She extended also an invitation to attend the general meeting at Sacramento in May.

Many of the treasures among the medical books at Lane Library were placed on the tables about the room for inspection by the librarians present. The most important of these were entertainingly described by Doctor Frederick L. Reichert, professor of surgery at Stanford University.

The meeting adjourned and the delegates met again at 12:30 at the Mark Hopkins Hotel for luncheon. The speaker at this hour was Frederick W. Melcher, editor of *Publishers Weekly,* who told in a very interesting way of the various features of this publication. Mr. Melcher's description of the way articles come to them or are suggested to them was very enlightening as well as interesting.

A short session in the afternoon was held at the Sir Francis Drake Hotel, where the convention of the Western Division of the American Booksellers Association was holding its meeting. Ellis W. Meyers, executive secretary of the American Booksellers Association, and James E. Habersham of the White House, San Francisco, gave talks on coöperation between booksellers and librarians. These were followed by a brief general discussion and the meeting adjourned to visit the various exhibits maintained by the booksellers in the hotel.

This concluded the district meetings for the year, closely followed by the annual meeting of the association, which was held in Sacramento May 6–8.

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WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—Editor.]

Charles D. Jones, Superintendent of Hermosa Beach schools, has been very active in creating public sentiment against laws unfavorable to the continued success of our public school system. His work was very effective against the county unit system. The public agitation will undoubtedly result in legislation for the better administration of the schools.

Vaughn MacCaughey, editor of *Sierra Educational News*, was the speaker at the Principals Association, which met at Danville, Contra Costa County, April 11. Forty members were present.

Charles H. Camper, who for many years has been directing head of the Chico schools and clerk of the Board of Education, was recently reëlected. Superintendent Camper holds the record (with the possible exception of Superintendent Hall of San Mateo and W. J. Savage of the Jefferson School District, Colma and Daly City) for service as City Superintendent longer than any other man in California.

Livermore and Centerville, in Alameda County, both voted almost unanimously for school bonds at a recent election.

David Martin, the aggressive Superintendent of Alameda County, has been invited to be the speaker at the commencement exercises at Hilmar High School on May 31.

James Ferguson, the principal of the Jefferson Union High School, San Mateo County, was the speaker at San Rafael during Public Schools Week. Oliver Hartzell, the Superintendent, had charge of the meeting.

Oliver Hartzell, Superintendent of San Rafael city schools, has recently applied for copyright of his "Educators Loose Leaf Class Book and Official Report." The book will be manufactured and sold by the Harr Wagner Publishing Company. It will be of great service to all those in need of a class book.

Honorable Vierling Kersey was the principal speaker at the commencement exercises of the San Francisco State Teachers College, May 10.

L. H. Golton, principal of the Sonoma Union High School, has, during his eleven years of service as principal, promoted the building of a new high school and many community activities. He has been a careful and successful principal, both as a teacher and economic administrator. He recently presided at Public School Week meeting, April 26. Harr Wagner was the principal speaker.

Milton J. Ferguson, the progressive State Librarian, after an absence of nearly two years in library work in Africa, has returned to California and was reappointed State Librarian. Mabel Gillis filled the place very efficiently in his absence and carried on the work of Mr. Ferguson to the satisfaction of everyone.

Percy Rowell of the Oakland School Department, who was one of the first to introduce the study "Science" in the grades, has recently issued a bulletin on his experiments with non-collegiate students. He began the experiment in August, 1928. The objectives of a non-collegiate course are immediate usefulness, business availability, social adaptation, application to local conditions, preparation for everyday life, current events, etc. For additional information, address Percy Rowell, Technical High School, Oakland, Cal.

The Lafayette School, Elizabeth Hanselt, principal, San Francisco, Cal., held open house on April 25 at 8 p. m. Professor John Butler was the speaker, and in each room classes were conducted and projects shown to visitors. Thousands of parents and children crowded the halls, rooms, and grounds. It was a notable display. The parents and taxpayers were greatly impressed with the beauty, permanence, and adaptability of the Lafayette School and of the work of the pupils and teachers.

J. D. Sweeny, the California historian and Superintendent of Red Bluff schools, is happy in the fact that the citizens voted a bond issue of $100,000 for new buildings. Mr. Sweeny has also been elected a delegate to the national convention of the Presbyterian Church. This is an honor which Mr. Sweeny deserves.

We are indebted to Peter W. Ross, one of the real teachers of the great Southwest, for an interesting bulletin showing how the San Diego Board of Education, under the direction of Walter R. Hepner, Superintendent of Schools, is carrying out the building program under the $2,313,000 bond issue of 1928.

Mr. Argo, principal of the Sequoia Union High School at Redwood City, has been engaged to deliver two lecture courses, one on "Junior High School" and the other on "The Principles of Secondary Education," in the University of Oregon summer session.

The eighth annual conference on educational research met at Stanford University, April 12 and 13. The two days' sessions were well attended and the programs, both of the general sessions and the group conferences, were crowded with material of outstanding value to teachers and administrators.

For example, one group conference attended by the representative of the Western Journal of Education, was devoted to Curriculum Research in Elementary Schools. Miss Julia Hahn, Doctor A. J. Hamilton, and J. R. Overturf reported on the methods employed in curriculum revision and the results achieved for the schools, respectively, of San Francisco, Shasta County, and Sacramento.

The last general session crowded the assembly room to capacity with an audience interested to hear Doctor Louis M. Terman's report on the "Follow-up of the Stanford Gifted Group." The results of this most illuminating study were summed up in Doctor Terman's closing words, that, in the main, the gifted children of the earlier study were now, six years later, developing about as had been expected, as a group. "Some have not done quite as well as we expected, some have done better than we expected, but that, too, was just about what we expected."

Melrowe Martin of Ventura is making a fine record as City Superintendent of Schools. He has adopted the 6-4-4 plan and is planning consolidation of outside districts.

E. C. Browne, the efficient principal of the El Dorado County High School at Placerville, has handled a very difficult situation successfully. The trustees of the El Dorado High School had to close the new building, including the auditorium, for some weeks, due to a fire. The El Dorado High School, under

Notice of Examination

An examination to qualify teachers for appointment to positions in the Kindergartens and grades one to eight, of the San Francisco Public Schools, will be held in San Francisco, California, on Saturday, June 8, 1929, at 8:30 a.m.

Full details may be secured by writing to the Department of Personnel, Office of the Superintendent, City Hall, San Francisco, California.

Applications must be on file in the office of the Department of Personnel not later than Saturday, June 1, 1929.

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THE COLUMBIA THEATER management has arranged for Eugene O'Neil's extraordinary nine-act play, "The Strange Interlude," for four weeks, beginning Monday evening, May 20. Mail orders have been pouring in during the past two weeks. The theater-going public is greatly interested in this dramatic event, and it promises to be the big feature of the year. The Columbia has for years been the center of the big dramatic events, and "The Strange Interlude" is not only great, but is something different. Even the publicity is extraordinary and unusual. Here is the official announcement:

Prices: Orchestra floor, $4.40; mezzanine boxes, $3.85; first balcony, first three rows, $2.50; next six rows, $2; remaining rows, $1.50; second balcony, $1. No matinee or Sunday performances.

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DAVID RHYS JONES, the Assistant Superintendent of Schools of Siskiyou County, secured Dean Kemp for Public School Week as the speaker for Weed and Yreka. Superintendent L. S. Newton will hold his county institute in September, the first of the season.

THE ANNUAL GUILD RITUAL of the San Francisco State Teachers College was held Sunday afternoon, May 5, at the Greek Theater, University of California. Honorable Vierling Kersey, State Superintendent of Public Instruction, had a part in the ceremony, giving "The Teacher's Creed." This beautiful and impressive ceremony is held in the Greek Theater every year under the able direction of Miss Eva Levy.

THE COMMENCEMENT EXERCISES of the San Francisco State Teachers College were held Friday evening, May 10, in the auditorium of the Everett Junior High School. Dean Clarence J. Du Four presented the graduates and Doctor Alexander C. Roberts, president of the college, delivered the commencement address. One hundred and sixteen students received elementary certificates, nine kindergarten-primary certificates, and forty-eight bachelor of arts degrees were granted.

A $90,000 SCHOOL BUILDING to serve the Magnolia Park District in South Gate, Huntington Park, Cal., will be erected and completed in the next few months.

THE UNION GRAMMAR SCHOOL in Soledad, Cal., was dedicated recently. Superintendent of Schools James G. Force was one of the speakers at the dedication.

THE MUSIC HOUR, by Osbourne McConathy, W. Otto Miessner, Edward Bailey Birge, and Mabel E. Bray: This is an elementary teachers' book and is written to accompany Volumes I and II of the series. (Silver, Burdett & Co., Newark, N. J.)

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HELEN HEFFERNAN IN SCHOOL EXECUTIVES MAGAZINE

A school can no more be raised in educational status from the outside than a shack can be converted into a palace by capping its weather-beaten roof with an imposing story or two of white stone or by adding a row of Gothic columns across the front. Superimposed supervision, whether in a school that is a unit of the huge educational machine of a metropolis or merely a one-teacher rural school, is unsound in principle.

In an article in the May issue of the *School Executives Magazine*, Helen Heffernan expresses the opinion that rural school supervision, to be at all successful, must be made a project of the community—of the teachers, community organizations, parents, even of the pupils. Miss Heffernan, chief, division of rural education, Department of Education, California, says that there is a common enough agreement upon the fundamental purpose of supervision—improved teaching—but that the problem of proper techniques and procedures by which better instruction may be attained is clouded by vague and platitudinous generalizations. Whatever else may be controversial, however, the supervisor may take one step in safety. He can guarantee an expert basis for the supervision and provide educational leadership which will discover the highest potentialities locked within the personality of the teacher by organizing a comprehensive and inclusive supervisory program.

In this article Miss Heffernan outlines the preliminary analysis of the situation; the immediate steps necessary for the strengthening of the points of greatest educational weakness—lack of trained teachers, inflexible organization, cast-iron courses of study, and lack of reading proficiency; the preparation for further, less obviously needed improvement, and the provision for an adequate check-up of outcomes.

SHOWS HOW BOOKS ARE MADE

One of the most interesting features among the exhibits at the recent N. E. A. convention in Cleveland was the motion picture, "Books—From Manuscript to Classroom." This film, which fascinatingly revealed the operations in the making of a textbook, was on view in the booth of The John C. Winston Company, Philadelphia publishers.

The motion picture begins by showing an exterior view of the Winston plant. Miss Ella Mentry Teacher, desiring to learn how books are made, visits the plant, is warmly welcomed, and a guide proceeds to show and explain to her the various operations in the making of a book. The setting of the type by monotype machines, a huge press that prints two colors in one operation, the plates from which the actual printing is done, and a battery of presses are clearly and distinctly shown. Then the teacher sees the large sheets folded, these folded sheets gathered in the proper sequence for the book, the sewed sheets trimmed, and then the back edge of these books glued and shaped to fit the cover. The automatic machine which makes the covers and the machine which places the covers on the books are particularly interesting. After the books are finished they are placed in presses which tightly hold them for many hours until they are dry. The processes of inspecting, wrapping, and shipping the books are shown. Then the picture ends by showing the books in use in the classroom. The film is very complete and it has excellent continuity and sequence, actually following a book from the manuscript to the classroom, yet it is not lengthy. It can be shown in fifteen minutes. The subtitles are short yet informative. The film is a professional production throughout. It is a splendid combination of the interesting and the educational which probably is why it was viewed by large, interested audiences for the entire four days of the Cleveland convention. It contains no advertising in its 350 feet.

We understand that The John C. Winston Company will supply this film, without charge, to any school that desires to show it and that has a 16 mm. projector. This is the usual amateur size projector. Many schools, including elementary, high, vocational, and even colleges have already requested the use of this educational picture, "Books—From Manuscript to Classroom."

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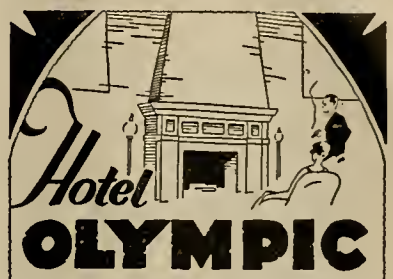
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BOOK I, 68 cents; Book III, 80 cents; Book IV, 84 cents; Book V, 88 cents; Book VI, 92 cents. The first three books of the "Children's Own Readers" series are beautifully illustrated in colors. Books III, IV, V, and VI have a little dictionary in the back of the books, which is a great help to the child. This series has been called the "Children's Own Readers" owing to the fact that thousands of children all over the United States helped select the stories for this series. This series contains only poems and stories that are best liked by children of the ages of five to twelve years. Adventure, inventions, fairy stories, stories of animals, humorous and true stories are among the many interesting stories told in this series. The authors have placed a unique note of thanks in the front of each reader as follows: "We wish to thank all the children and their teachers who have helped to make this book."

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It is interesting to know that practically all the selections in these books are copyrighted material that is not found in other school readers. The selections in this book which deal especially with child life and interests in other countries will broaden the child's view of the world, and help him to be a wide-awake child. (Little, Brown & Co. Second Reader, 70 cents, and the Third Reader, 75 cents.)

FOLK DANCES FOR BOYS AND GIRLS, by Mary Effie Shambaugh: There are two indexes for this book, one arranged according to nationality and one according to grade. From primary grades to university. President Ernest C. Moore of the University of California at Los Angeles, says: "I cannot but feel that Miss Shambaugh has done a service to the world in bringing these national dances together and giving the young people of the United States a chance to learn them. Socrates was not wrong when he spoke of them as a means of grace. Dancing has been one of the fundamental activities of the human world. It should have a high place in education in our day." (A. S. Barnes & Co., New York. Price $3.)

AN EXHIBITION HANDBOOK, by Randall D. Warden, director of physical education and recreation, Newark, N. J. (A. S. Barnes & Co., New York. Price $1.)

PLAY DAYS FOR GIRLS AND WOMEN, by Margaret Duncan, department of physical education, University of Washington. (A. S. Barnes & Co., New York. Price $1.60.)

PROGRAMS FOR SPECIAL OCCASIONS for primary grades, by Marion Kennedy and Katharine Isabel Bemis. (A. S. Barnes & Co., New York. Price $1.50.)

GROWTH IN SPELLING: Book I, for grades two to four; Book II, for grades five to eight: By Edward L. Thorndike and Julia H. Wohlfarth. (World Book Company, Yonkers-on-Hudson, New York.)

RECREATIVE ATHLETICS, prepared by the Playground and Recreation Association of America. (A. S. Barnes & Co., New York. Price $1.)

MOTHER GOOSE MAY DAY, by Kathleen Turner and Marguerite Wills. (A. S. Barnes & Co., New York.)

BETTER HIGH SCHOOL ENGLISH, through texts and drills, by Garibaldi M. Lapolla and Kenneth W. Wright. The purpose of this book is to provide clearly classified and easily accessible drill material designed to correct bad habits of expression and mechanical form. (Noble and Noble, 76 Fifth Avenue, New York.)

A PAGEANT OF THE SEASONS, by Ethel E. Holmes and Nina G. Carey of Skinner Junior High School, Denver, Colo. (A. S. Barnes & Co., New York. Price 75 cents.)

AN ENGLISH MAY FESTIVAL, by Linwood Taft, Ph.D. (A. S. Barnes & Co., New York.)

THE MASTER NATION AND OTHER POEMS, by Arthur Orison Dillon: This volume of interesting poems on subjects as varied as life contains many selections concerning California. (The Progress–Bulletin Publishing Co., Pomona, Cal.)

COMMERCIAL TEACHING PROBLEMS, by Paul S. Lomax: A classroom teaching manual for commercial teachers in secondary schools, normal schools, teachers' colleges, colleges, and university schools of business and education. (Prentice–Hall, Inc., 70 Fifth Avenue, New York. Price $1.25.)

FIELD HOCKEY ANALYZED FOR INSTRUCTORS AND PLAYERS, by Hazel J. Cubberley: This book is a contribution to pedagogic writing in the field of physical education. The author is an instructor in the southern branch of the University of California. (A. S. Barnes & Co., 67 West Forty-fourth Street, New York. Price $2.)

THE BLUE BOOK OF FAVORITE SONGS: This volume contains all the songs before included in the Golden Book and the Gray Books of Favorite Songs. The book is a joy to everyone who needs such a volume, both at home and school and in the library also. Such material is not limited to the music hall or to any one class of people. Not only is the appeal to everyone on account of the useful musical content, but the volume itself is well printed and bound and is attractive and convenient. (Hall & McCreary Company, 430 South Wabash Avenue, Chicago, Ill. Price 75 cents.)

LABORATORY MANUAL OF HIGH SCHOOL CHEMISTRY, by George Howard Bruce: This volume is a course of chemistry and experiments for secondary schools. The material is practically worked out by an experienced teacher. (World Book Company, Yonkers-on-Hudson, N. Y.)

A SPANISH OUTLINE GRAMMAR, by G. C. B. Laguardia and Philip M. Molt: This grammar is for a second-year class and is a text to be used in the hands of the children. It combines advanced instruction with review of first-year material. (Doubleday, Doran & Co., Garden City, N. Y. Price $1.20.)

FAIRY FOLK, Stories and Pictures by Miriam Mason Swain: This attractive pamphlet is a silent reader with pictures to color. The material combines both facts and fancy, and comprehension tests are provided so the teacher can tell at a glance when she looks the work over whether the child has really read his lesson. If he has done so he has colored his pictures correctly. The pages are perforated so they may be removed and used one at a time. Thus the interest element is preserved. (Hall & McCreary Co., 430 South Wabash Avenue, Chicago. Price per copy, 16 cents.)

AMERICAN HISTORY WORKBOOK. Outlines, Maps, Tests, Pictures, Stories. Part Two, since 1829, by Mildred C. Bishop and Edward K. Robinson. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 48 cents.)

WORKING MANUAL OF ORIGINAL SOURCES IN AMERICAN GOVERNMENT, by Milton Conover: A Case System for the Study of Politics. (The Johns Hopkins Press, Baltimore, Md.)

TAKING THE DOCTOR'S PULSE, by J. F. Montague: "Constructive criticism of the present-day practice of medicine in an effort to influence future practice along lines which the author believes will be of benefit to humanity." (J. B. Lippincott Company, East Washington Square, Philadelphia, Pa. Price $1.)

PAMELA'S TEDDY BEARS, by Mrs. H. C. Cradock: This story-book material is suitable for children of lower elementary grade age. It is home and library material, but could be read in the schoolroom and give certain values and pleasure. (Thomas Nelson & Sons, 381 Fourth Avenue, New York.)

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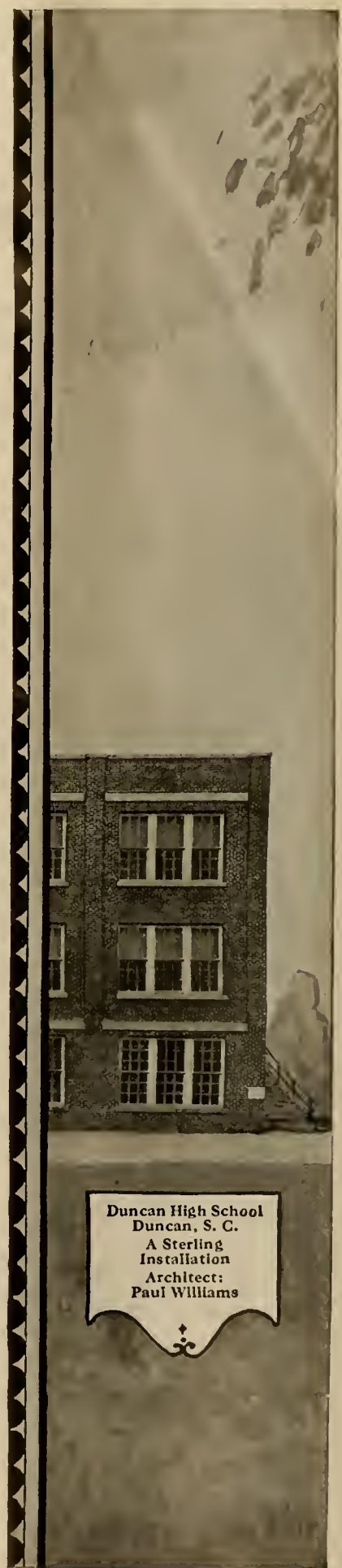

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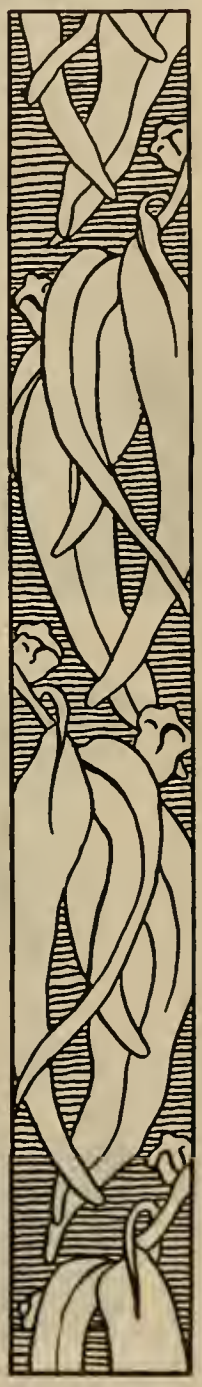

JUNE, 1929

J. W. Fricke, president of C. F. Weber & Co., formerly president of the National School Supply Association, an active member of leading social service organizations, a noted Rotarian, and a devoted friend and helper of various crippled children's organizations.

SPECIAL FEATURES

JOTTINGS OF A TRAVELING BOOKMAN.....W. M. Culp
DEPARTMENT OF RURAL EDUCATION .....
.....*Conducted by* Helen Heffernan
LIBRARY NEWS DEPARTMENT.....May Dexter Henshall
FALSE ECONOMY .....Harr Wagner

Published Monthly by
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9—School Posture in Relation to Visceral Organs.
10—Scoliosis and School Seating—A Study in Arm Rests.
11—Left Handedness.
12—For the Comfort of the Crippled Child.
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14—Grade Distribution of School Desk Sizes.
15—Tablet Arm Chairs—Their Use and Abuse.

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Vol. XXXV, No. 6 San Francisco, June, 1929 Price, 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The Gold Coast of California

A strip of shore line fifty miles in length commencing at Balboa and ending at Las Flores.

Jutting on the north, the oil-derricked towns of Huntington Beach and Long Beach, the newest made seaport city in California.

On the south, reaching far into the heart of the thirty-mile Santa Margarita Rancho, one of the last of the immense Spanish Grants still intact in Southern California.

A shore line of coves and bluffs and reefs and a Pacific Ocean whose waters range from the deepest green and blue on calm mornings to grayish surf on windful days.

A paved highway winding up and down and in and out with small hills to the east and flashing lights of sea to the west. Newport Beach and Balboa, low-lying at the mouth of the Santa Ana River.

Laguna Beach, an artist colony, with homes of restful comfort.

Emerald Bay, true to its name, where a high-class subdivision is in the beginnings with mule-team graders in charge.

Coast Royal and The Three Arches reached on the highway that passes by a string of winded cypress trees.

Dana Point, famed in book and picture, now being paved with wide, heavy boulevards.

Capistrano Beach, with seven miles of beautiful sands.

San Clemente, in its third year of life, a picture-book city, with every home and store and building in Spanish motif-tiled roofs, white walls, blue and orange and scarlet trimmings. A beach club off the side of the road, colorful as an old print. A golf course in state of building.

San Onofre, a station, palm trees, and El Camino de Real passing by. A lettuce field bordering a creek with huge sycamores.

The schools of San Marino have an exceptional environment. San Marino lies in an area bounded on the north by the magnificent homes of the Pasadena Oak Knoll elect, and the Huntington Estate with its famed Art Gallery, with South Pasadena to the west, Alhambra to the south and Arcadia to the east. It is a city carved out of orange groves, a high-class residential section facing the blue-misted Sierra Madre Mountains, a wealthy community where a roster of the volunteer fire department is composed of many millionaires, and Gainsborough Heath is its latest subdivision. Elmer Claude Neher has been District Superintendent of Schools in this community for seven years.

The San Marino School has grown and prospered under his direction. The 425 pupils are instructed by seventeen teachers according to best educational practice. The San Marino School has a campus of eighteen acres. Another eighteen-acre piece has been recently purchased by the school board as a future site of a high school plant. A bond election is to be called for a new primary unit of five classrooms, kindergarten and cafeteria, to be built at the corner of Granada and Huntington Drive. At the San Marino School, the kindergarten department is of special attractiveness. The kindergartners have their own fenced-in playground and play apparatus. San Marino is a school where, in the cafeteria, they serve avocados from their own trees and orange juice from oranges grown on school land.

Mrs. Edna E. Andres, Assistant Superintendent of the Ontario city schools, has charge of instruction of the first six grades. Mrs. Andres is a specialist in reading.

G. E. Marion, head of the research department of the Los Angeles Chamber of Commerce, gave Doctor Harold W. Fairbanks many valuable suggestions for the writing of his recently published geography, "Southern California, the Land and Its People," an elementary geography, a Harr Wagner Publishing Company title.

Frank M. Wright, District Superintendent of the El Monte Schools, will attend the University of Southern California summer session this year and finish his master's thesis, based upon a survey of the El Monte schools.

The Garvey school district, with Mrs. Lorraine Miller Sherer as District Superintendent, is a strictly American community. Ninety-eight per cent of the pupils are white children. Ninety per cent of the mothers are housewives in charge of normal homes. Fifty-two per cent of the heads of the families are skilled workers. Sixteen per cent are engaged in trade and 10 per cent are employed in transportation. Mrs. Sherer and the teachers of the five schools of the Garvey system have been carrying on an intensive school program this year. One school has been set aside as an experimental school with the problem of finding out to what extent an activity curriculum is practicable. The year's work has had five definite objectives: (1) The measurement of teaching methods. (2) A health survey and locating of handicapped and defective children and their adjustment. (3) A survey of age-grade. (4) Intelligence survey by grades. (5) A semiannual achievement survey.

Glen D. Wight, District Superintendent of Corona Schools, has established the Washington School of that city as a foreign school. Miss Gladys Kimbell is principal in charge of the

500 pupils enrolled. Miss Kimbell has evolved a curriculum that includes much handwork. The sewing of fourth and fifth grade pupils has been exceptional. Handiwork is also carried on in grades one, two, and three.

MISS VIVIAN P. EVANS, general supervisor in Riverside County, will take a trip East as soon as the Riverside County schools close this year.

SCHOOL MEN ARE PROMINENT in Rotarian circles. H. G. Clement, Superintendent of Redlands Schools and J. William Gastrich, Superintendent of Compton Schools, have both been elected president of their respective associations for the coming year.

THE NEW TRAFTON SCHOOL, Redlands' only county school, will be finished in time for September occupancy. Fred L. Clock, a former pupil of the school, is the architect. The new unit will have five classrooms and a combined kindergarten auditorium. The building is so designed that it can be increased to eight-room capacity.

MISS IDA M. COLLINS, Superintendent of San Bernardino County Schools, has had completed a course of study for non-English-speaking children. The course as outlined calls for two years of work before the second grade. The first year is given to vocabulary and pre-primer work in preparation for first-grade instruction. This course was the work of a committee of twenty-four teachers and principals, among whom were Ward W. Leis, Fontana; Miss Beulah Paul, Redlands; Mrs. Jessie Merry, Ontario; Mrs. Katherine Murray, Cucamonga; Fred Clooney, Victorville.

J. R. TENNEY has been elected to the principalship of the Oceanside Grammar School for the next school year. Mr. Tenney is a graduate of the Northern Arizona Teachers College and has done educational work at Utah State College and at the University of Southern California. Before coming to California, Mr. Tenney was engaged in junior high school work in Arizona. For the last two years he has been in charge of the Oceanside manual training department. The Oceanside Grammar School enrolls 500 pupils and has a teaching corps of fourteen.

F. A. HENDERSON, Superintendent of Burbank Schools, will open the new John Burroughs Junior High School this coming September. The school built at a cost of $250,000 has fourteen recitation rooms, a shop unit, and a cafeteria unit. The auditorium seats six hundred and there is a stage fully equipped. An attractive library has been designed. The plant has five hundred capacity.

B. H. Barnes, teacher of science in the John Muir High School, Burbank, has been elected to the principalship of the new John Burroughs Junior High School in the same city. Mr. Barnes is a graduate of Wesleyan College, West Virginia, and before coming to California, was a high school principal at Richwood, W. Va.

Superintendent Henderson this year is planning a combined junior and senior high school commencement program for the three hundred graduates. The feature of the event will be a pageant with a Greek theme. It will be a five o'clock afternoon affair. Arrangements are being made to handle a crowd of thirty-five hundred. Amplifiers will be used. A combined orchestra of eighty pieces will play.

THE BOARD OF EDUCATION of Burbank has gone on record that they will favor the employment of unmarried women teachers.

LEONARD F. COLLINS, Superintendent of Chino Schools, is having the high school diplomas printed in the Chino High School printing department under the direction of the instructor, Mr. A. S. Dunn.

THE CHAFFEY JUNIOR FARM CENTER FAIR, the eighth annual event of its kind to be staged by the boys of Chaffey Union High School and Junior College, was of extraordinary interest. Under the leadership of Dean Charles J. Booth, this fair has come to be considered the best of its kind in the United States.

A FAMILY OF EDUCATORS is that of Mr. and Mrs. Wirt C. Williams. Mr. Williams for years has been the successful District Superintendent of the Glendora Grammar Schools. This next school year his son, Leland H. Williams, a 1929 graduate of Pomona College and this last season's captain of the college football team, will accept a position as director of physical education and coach of all sports at the Downey High School under Principal Frank F. Otto. His daughter, Miss Evelyn Williams, a graduate of Pomona College, with a master's degree from Stanford University, has accepted a mathematics position in the Fullerton High School. Miss Williams for the last three years has been teaching in the Carpinteria Union High School.

THE TWEEDY SCHOOL DISTRICT, located in the rapidly expanding industrial district south of Huntington Park and Bell and east of the Firestone tract, where the new Firestone factory has been recently constructed, has reached an enrollment of 455 pupils. District Superintendent Alex Verhusen will add two new teachers this next term to the existing faculty of sixteen teachers. The primary departments of his schools have been receiving many visitors who have been interested in the way the Smedley and Olsen "Work and Play With Words" has been used in the first grade.

C. JAY BOYINGTON is District Superintendent of the Willowbrook Schools.

MISS ELSIE JANE ANDERSON has been reëlected principal of the Holly School, Arcadia.

AT THE SAN MARINO GRAMMAR SCHOOL, District Superintendent Elmer Claude Neher this year established a transition room from kindergarten to first grade. This transition room course runs for eight weeks.

HAROLD HANSEN, for several years teacher of social science in the Arcadia grammar schools, will this next semester attend the University of California at Berkeley and enroll in graduate courses.

KENNETH A. PLOUGH for the last year has been in charge of the San Francisco office of the F. A. Owen Publishing Company. Mr. Plough is a graduate of Syracuse University, has had two years' government service abroad, and previous to coming to California was with the Owen Company for five years at Des Moines, Iowa, and the home office at Dansville, N. Y.

J. WILLIAM GASTRICH, Superintendent of Compton Schools, attended the International Rotary Convention at Dallas the last of May.

MRS. SUSAN M. DORSEY, former head of the Los Angeles school system, has been appointed to the post of lecturer in education at Claremont College by Doctor James Arnold Blaisdell, president of Claremont.

THE ARTESIA GRAMMAR SCHOOL, under R. F. Essert, District Superintendent, reached an enrollment this year of 600 pupils, an increase of 100 over last year. A bond election for $35,000 for additional rooms was won by a vote of 7 to 1. The use of flood lights to set off pictures in the corridors of the school is a most attractive innovation.

TWO NEW SCHOOLS, the Ramona, and Las Flores, were constructed at Bellflower this last year, under the direction of Superintendent D. S. Presnall, out of a $90,000 bond issue. With an enrollment of twelve hundred pupils, Bellflower will have several more teachers this coming fall term.

OUT OF A $100,000 BOND ISSUE, Howard Nelson Tanner, District

Superintendent of the Clearwater Schools, directed the construction of the Los Cerritos building and the erection of five rooms at the Roosevelt building and the addition of a visual education room at the Lincoln School. The school board has recently purchased a site for a junior high school which will be established by September, 1930, by the Compton Union High School district.

The citizens of the Compton Union High School district, May 17, by a vote of 7 to 1, passed a $675,000 bond issue for the erection of five junior high schools in the elementary districts of the Compton Union High School district. Oliver Scott Thompson, principal and District Superintendent of the Compton Union High School, will have charge of this great expansion movement. The bond issue for the five schools has been allotted as follows: Clearwater, $100,000; Lynwood, $150,000; Willowbrook, $100,000; Enterprise, $100,000; Compton City, $200,000. It is intended to open these junior high schools by September, 1930. These five local junior high schools will be administered by the district superintendents of the elementary districts under the direction of Mr. Thompson. The District Superintendents in this organization are: Howard Nelson Tanner, Clearwater; Carol Frantz Mercer, Lynwood; C. Jay Boyington, Willowbrook; Emory H. Osborne, Enterprise; J. William Gastrich, Compton.

E. E. Westerhouse, on the faculty of the Arcadia Grammar School for seven years, the last two as vice-principal, has been elected to the principalship of the Arcadia Grammar School.

Robert Bruce Walter, District Superintendent of the Arcadia Schools, and the Arcadia Board of Trustees, have been emphasizing physical education this past year. An extensive lighting system for the evening playground has been installed for evening baseball. The Oxnard system of lighting has been used. This summer the trustees are instituting a summer playground for the first time. This playground will be run for twelve weeks, six days a week, under the direction of Drummond J. McCunn, physical education director and manual training teacher in the Arcadia schools. The corrective physical education program of the Arcadia schools, inaugurated some time ago by Superintendent Walter, is bringing excellent results.

The Departmental School, Arcadia, coöperated with the American Legion in the Memorial Day program. A pageant of the Civil, Spanish, and World wars was presented.

Among the schools of Los Angeles County, none stand out with greater achievements than those of Azusa, under the direction of Superintendent C. C. Carpenter. Through a period of years he has developed a school unity and a community school spirit that is more than ordinary.

The Azusa May Day pageant has become a community effort. Business houses are closed and great crowds see the twelve hundred school children of Azusa participate in a colorful pageant which has as its theme "America, the Melting Pot of the World." Added interest to the last May Day program was occasioned by a showing of miniature aëroplanes and an exhibition by Johnny Falcon, last year's senior Olympic champion.

The Azusa pageant with its present theme was first written by the faculty of the Azusa schools in 1926. In the succeeding years it has been elaborated and changed, but with the same control motif dominating. Indians, Greeks, Dutch, Irish, English, French, Russians, Spanish, dressed in brilliant costumes, were among those nations represented in song and dance, and the effects were most pleasing. Four May poles were centers of activity, and a thirty-foot melting pot centered the stage.

Azusa school boys and girls were thrilled and spurred on to further athletic prowess by the feat of Johnny Falcon, a member of the Azusa Intermediate School, who this last year won the senior Olympic championship of the United States, and as such was awarded a trip to the Olympic games at Amsterdam

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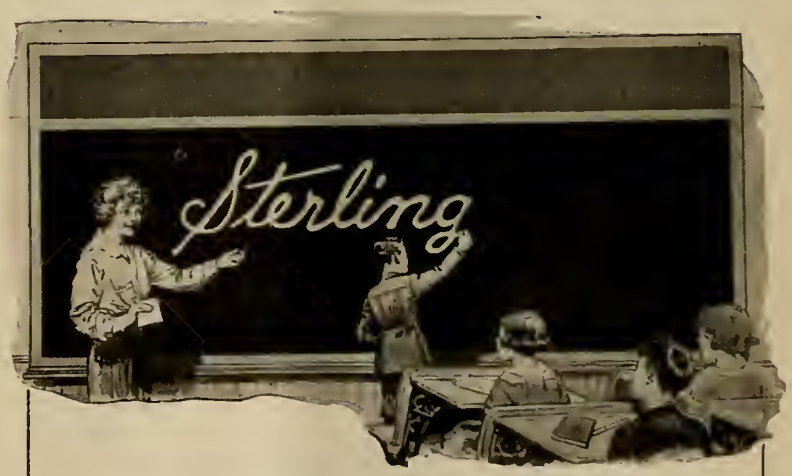

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as the result of winning the highest athletic championship possible for an American school boy. Johnny Falcon is the son of Mr. and Mrs. R. F. Falcon and was raised on an Azusa orange ranch. Johnny Falcon gives credit for his winning performance to the training accorded him by John G. Friar, coach and physical instructor at the Azusa Intermediate School. Mr. Friar is a recent graduate of the University of Southern California.

THE AZUSA GRAMMAR SCHOOLS enroll twelve hundred pupils. This year the increased attendance was 18 per cent. Four new teachers will be added to the school faculties this coming term. Azusa's growth is due to the building of the great San Gabriel Dam in the near-by mountains.

THE PUBLIC SPEAKING CONTEST of the Valley League, composed of the schools of Arcadia, Garvey, El Monte, San Marino, South Santa Anita, Rosemead, and Temple, was held May 24. At this contest, besides the speeches, each school contributed a short musical program unique in its differences. At the last meeting, Arcadia presented an orchestra and girls' glee club; El Monte a seventh grade chorus; Garvey, a chorus; Rosemead, a song and dance novelty; San Marino, a whistling chorus; South Santa Anita, a harmonica band, and Temple, a girls' glee club. This league, formed for the carrying on of interschool athletics and academic activities, is functioning under the following leaders: At Arcadia, Robert Bruce Walter; at Garvey, Mrs. Lorraine Miller Sherer; at El Monte, Frank M. Wright; at San Marino, Elmer Claude Neher; at South Santa Anita, F. Stanley Powles; at Rosemead, Boyden G. Hall; at Temple, Mrs. Erna B. Eby.

FALSE ECONOMIES AND REAL ECONOMIES

WASTE in the administration of the schools was never condonable. At present it is especially necessary that all waste be eliminated before the public can be expected to grant more funds. The public is scrutinizing more closely than ever the efficiency with which its money is being spent. If the elimination of waste does not leave ample funds for the schools, the public stands willing and ready to furnish more funds; the elimination of waste is, however, a first prerequisite to the receiving of more funds. In attempting to economize, false economies should not be mistaken for real economies. If the efficiency of instruction is impaired by an attempt to economize, such an attempt constitutes a false economy. When, however, a saving is made and the efficiency of instruction is not impaired, there is a *real* economy.—*From "The Business Administration of a School System," by Ward G. Reeder.*

MUSIC AND CITIZENSHIP

THE OBJECT of teaching music in the schools is not to make musicians, but to make better citizens; and to this end each child must be developed physically, emotionally, and intellectually. If he is overdeveloped physically he tends toward the brute. If he is overdeveloped emotionally he becomes a crank. If he is overdeveloped intellectually he becomes a cad. But if he is evenly and equally developed, physically, emotionally, and intellectually, he becomes a well-balanced individual. Outdoor games, gymnasiums, and the like develop the child physically. Reading, writing, arithmetic, geography, and so on, develop the child intellectually. And it is left to music to develop the child emotionally. It is easy to understand the growing importance of music in the school curriculum in developing responsible citizens.—*The Phonograph Monthly Review.*

THE ANNUAL CONVENTION of city, county and district superintendents will be held at Hotel Huntington, Pasadena, September 29 to October 4. There will also be a conference of rural supervisors under the direction of Helen Heffernan. State Superintendent Vierling Kersey and his staff are working out a fine program. This is Superintendent Kersey's first convention, and a keen interest is felt in the program.

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DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan

Chief, Division of Rural Education of the State of California

Group Versus Grade Organization in Rural Schools

By Helen Heffernan

Chief, Division of Rural Education, State Department of Education

It has become so customary for us to think of the handicaps and obstacles to effective educational opportunity exisiting in rural schools, that for the most part we have not taken advantage of the inherent conditions which make the rural schools an ideal place to coördinate educational theory and practice. Modern educational ideals come nearer to being realized in the rural school where it is administratively possible to arrange a flexible program suited to individual differences in capacity and interest.

The purpose of education is to guide each child to a realization of his potential possibilities and to a successful adjustment to his social situation. The complete understanding of each child necessary to the first of these purposes is becoming increasingly difficult for the urban teacher. In many of our cities, teachers are carrying a teaching load of between forty and fifty pupils. To make an individual study of the needs of forty or fifty children is humanly impossible.

Although the difficulties of the one-teacher school are appreciated, the average number of pupils to a teacher in the one-room schools of California last year was sixteen. The same smaller groups existed in the two, three, four, and five-teacher schools. To be sure, these children represent a heterogeneous group ranging in age from six to sixteen years, varying in social background, ability, and in all stages of educational development, whereas the urban teacher is handling a group supposedly homogeneous in character. Our faith in the actual homogeneity has been severely shaken by recent research. We remain unconvinced that a grouping based on an intelligence test or the teacher's judgment does not overlook factors equally significant in child development, as health, bodily equipment, social background, interest, attitude, and social response. The modern teacher, viewing her pupils as individuals rather than as an instructional unit required to acquire prescribed knowledge and skill, is confronted by a more serious problem with forty-five children, each with an individual problem but nearer in chronological age and educational achievement than a teacher with half the number of children of a wider chronological and educational range.

The great difficulty in securing effective teaching in rural schools is largely due to the fact that we have shackled ourselves with an artificial and mechanical type of grade organization which, however satisfactory it might be in the urban situation, is wholly unsuited to rural needs. There is nothing divinely inspired about it, and rural education will progress more rapidly when it frees its teachers from the burdens which grade organization imposes, and develops new techniques of greater flexibility in terms of its needs.

With rural teachers better trained in child psychology and imbued with the conception of education as growth, with better trained rural supervisors becoming available in increasing numbers, it is possible to attack the rural instructional problem scientifically rather than accepting the traditional organization.

As a basis for grouping, it is necessary to make a careful case study of each child. The rural school has been woefully lacking in adequate systems of child accounting. Data concerning the child's health, bodily equipment, family background, school attendance, intelligence, educational achievement, personal attitudes, emotional responses, and mechanical ability, are essential to proper school adjustment. These data kept on a cumulative record card should be thoroughly understood by the teacher. The supervisor's most effective work is in helping the teacher to make suitable educational plans for each child.

In an ordinary rural school enrolling 145 pupils and employing five teachers, a survey revealed the need of special adjustment because of the following causes:

1. Low mental ability.
2. Unusual mental proficiency.
3. Foreign language handicaps.
4. Health.
5. Physical defects.
6. Special sensory or motor abilities.
7. Meager social background.

For each individual child, a case study makes it possible for us to determine: (1) his placement for more effective school work; (2) special instructional problems arising from individual needs; (3) special abilities desirable to develop.

Grouping on the basis of individual needs results in better attitudes, better habits, better adjustments and more rapid progress. Of three neglected and maladjusted groups for which the group organization cares, special mention should be made. Of especial value to (1) the immature beginner, (2) the over-age, mentally retarded child, (3) the mentally and socially accelerated pupil, is the more flexible type of group organization.

The fact that thirty per cent of our beginners fail in the work of the first year points to a serious lack of adjustment of the school program to the needs of children who are chronologically of school age but who are not ready to read. We need an organization which permits us to group these children into pre-primary or junior-primary groups and to give them a program designed to develop a background of experience, make the social adjustment to the school environment and develop vocabulary. With such a curriculum, actually suited to the needs of the immature child, he is spared the sense of failure and the subsequent emotional maladjustment which is frequently the outcome of exposing him to the program of the first grade before he is mentally ready.

Better adjustment in the rural school is especially needed for the over-age, mentally retarded child. With group organization, it is possible to place these children in rooms or with groups where they are not socially misfits. Attention is given to adjusting the curriculum to their needs. In the graded organization, one of the tragic monuments to our incompetency is our failure to provide a program for the over-age, physically developed and mentally undeveloped boy or girl who becomes year after year a more serious case of social maladjustment.

In the rural schools, with flexible group organization, it is possible to vary the standards so that these less fortunately endowed children may not suffer retardation and consequently lose the opportunity of experiencing the multiple curricular offering of the secondary school. When the child is definitely known to be of less than normal mental ability, the teacher should consistently adapt his program to his ability in a way to make it possible for him to experience success and to make progress.

At the other extreme of the normal curve, we have the socially and mentally accelerated child for whom grade organization is particularly detrimental. He frequently does mediocre work because it is enough to satisfy grade standards when he is actually capable of work of superior quality. Grouping makes it possible to challenge these pupils to their capacity and to determine for them an educational plan which will develop the special aptitudes they possess.

To economize the time of the teacher and to make possible educational progress at a rate commensurate with each child's ability the textbooks should be organized into small instructional units. These units should be accompanied by largely self-directing instructions so that pupils may work with a minimum of supervision. Some excellent commercial material is available. In addition, materials may be constructed to meet the rural teacher's needs. The child reacts to the material learns to follow directions and assumes responsibility for accomplishment. The old, wasteful recitation method is replaced by small group conferences whenever new principles involved in the material need explanation.

The greatest service we can render the rural teacher is to

make available scientifically constructed material which will economize her time of preparation and free her energies for the actual work of guiding and instructing children. All the work in arithmetic, spelling, writing, and formal language may be handled through individual materials.

In reading, it is well to group children on the basis of ability as determined by standard reading tests. The group representing superior reading ability may frequently have pupils formerly classified from grades five to eight. Other groups will show a similar or greater range. The reading material may then be adapted carefully to the level of ability represented by the group. Grouping should never be carried to an extreme of social maladjustment. The occasional child in need of clinical treatment is classified in a small group for individual diagnosis and remedial treatment. These reading groups may carry on their activities by a socialized procedure, one group in a certain rural school calls itself "The Dramatics Club" and another "The Good Books Club." The work of each group finally finds expression during the weekly auditorium period in a dramatization, book reviews, puppet show or similar activity. Extensive library reading is assured. Much industrial art and oral language correlate with the reading in these activities.

The shop work, school gardens and committee work provide opportunities for children to work together in small groups according to interest rather than grade placement.

The social studies are approached through large activities of life interest. Recently a group of children were observed in the Turlock schools engaged in a study of the water supply of the city of Modesto. Children of superior ability were doing research work for two other groups, one of which was engaged in making a model of Don Pedro Dam, while the other was engaged in making a relief map of the area. Grouping is not static. Groups change from subject to subject. School groups are almost like the price catalogues "subject to change without notice." Pupil chairmen lead the group discussions, later reporting to the room organization the problems solved or the projects accomplished.

It is difficult to picture such an organization because it should be different for each school depending upon the needs, interests, and available materials. Children working under such a plan of flexibility have made excellent progress as judged by standard tests but these accomplishments are insignificant as compared with those intangible outcomes in terms of initiative, self-direction, originality and responsibility which escape statistical evaluation. Such schools encourage us to take advantage of the opportunity of the rural school as a place where the "new education" can flourish most successfully. With all the opportunity for flexible adaptation to individual needs, with freedom to develop initiative and originality through activities, with no administrative need for formality, who will say that the progressive rural school cannot satisfy the demands of an education which develops individual potentialities and raises the level of human excellence?

The Tangible and Intangible Results of Teaching

By EDNA B. MCRAE
Rural Supervisor, Ventura County

(Paper presented at San Diego Round Table Conference, April 13, 1929.)

I AM SURE others will speak of how the goals of education may be reached by teaching technique and classroom organization. I want to mention some ways in which the administration may set the situation which will make it possible for the teachers to use the classroom procedure which will accomplish the desired results.

First, the course of study must be simplified and shortened. The required work must be cut down to only the very minimum essentials in the fundamental subjects. Thus, time, which is one of the necessary elements, will be released for the enriched program. The other element needed for an enriched program is an opportunity for the teacher to use her own initiative and personality. This can be done only when the course of study is very broad and flexible. Therefore, the course of study in the social and esthetic subjects should contain many suggestions for projects and activities, from which the teacher may choose according to her own and the pupil's interests. The effort should be to inspire the teacher rather than to plan out definite work. The world's inheritance of knowledge has become so great that the elementary school can only give the children acquaintance with the different fields and help them to develop their special interests. Such a course of study would largely eliminate the hurried and driven atmosphere which we so often find in schoolrooms, and it would be replaced by inspiring and enthusiastic activity.

Second, the administrators are responsible for the goals which are set up and teachers will, of course, teach with these goals in mind. Tests and all examinations should be used very sparingly as they are apt to set up unworthy goals. Teachers must be made to feel that they are not judged by the records their pupils make on any tests given. Tests that stress facts should not be given in the social and esthetic subjects, for in these subjects we do not want an accumulation of memorized facts; we want attitudes toward life, character traits, individual interests, and the ability to study. These results cannot be measured by tests because only tangible things can be so measured, and it is the intangible results of teaching that are most worth while and lasting. Every time a supervisor visits a school or sends out a bulletin she sets up goals for the teacher and pupils. Supervisors should be most careful that these goals will influence the work of the school toward a broad and enriched program. The administration must assume this responsibility, for the teachers cannot give the children the minimum essentials and at the same time enrich their lives unless the situation is set that enables them to do so.

Third, we must trust teachers and do away as far as possible with checking up on their work. It lowers the morale of teachers if they feel they are not trusted. We should remember that it is impossible to check up on the most important results and also that there is an inherent quality in childhood that calls forth the best in adults. Few people want to cheat a child. If you watch men and women in all walks of life you will find them giving of their best to children. So let us not destroy the enthusiasm, the happiness, the freedom of our schoolrooms, and the opportunity for enriching the lives of the children by an overwhelming amount of required work, uninspiring supervision or distrust of teachers.

A Supervisory Plan for Improving Spelling

By LETHA F. JENKINS
Rural Supervisor, Marin County

WHAT ARE THE CHILDREN in Marin County capable of doing in spelling? This question came up for solution. We selected the Ayres Spelling Scale to determine our standing. By using this scale we found our children were below standard. So the question then became, "What are we going to do about it"?

Since the lists used in making our study were standard vocabularies, scientifically selected and graded, it was evident that our first step was to determine the best method of teaching and studying spelling.

Through a study of prevailing methods we decided to use the test and study method as advocated by Horn–Ashbaugh, McCall, and other authorities. This method in brief is: Monday, the list of words for the entire week is pronounced. Tuesday, the words missed on Monday are studied. Wednesday, repeat the test as given on Monday to determine the effectiveness in point of results of Tuesday's study period. Thursday, study the words missed on Wednesday. Friday, again the words that were given on Monday, together with any review words are dictated and the goal should be to score perfect.

To encourage children in finally mastering all their difficulties, individual and group charts are kept. This enables the individual and group to note their progress over a period of time.

In order to carry this method out in every detail, we adopted the Laidlaw Spelling Blank. That we might overcome the objection raised to children seeing the incorrect form, the teacher corrected the note books and pasted the word correctly spelled over the incorrect spelling. These corrected words then be-

come the basis for individual study and mastery. Thus a "spelling consciousness" is aroused in the child.

You will note that Tuesday and Thursday are study days. By observation, we found that the children did not know how to study spelling. It has been scientifically proved that spelling depends more upon visualization than upon intelligence. Hence the art of seeing correctly is all important in any method of study. In addition to seeing the word, it has also been determined that better mastery can be assured if the letters of the word are said aloud or whispered and if the word is correctly written two or three times. To assure ourselves the children were forming correct habits of study, we have encouraged all our teachers to supervise carefully Tuesday's and Thursday's study according to the following steps:

1. Pronounce, explain and have the children say the word very distinctly.
2. Note the difficulties in the word.
3. Picture the word mentally.
4. With closed eyes recall the word as a whole. Then check recall against original word.
5. Write from memory the word. Check and rewrite the word trying to see the word as it is being written.

As a final test after all the words have been studied in this manner, pronounce the entire group.

A recent check of the county has been made in spelling, and every school has made a vast improvement in daily spelling. The general spelling as a result is very much better, and the outlook for further improvement most encouraging.

Using the Resources of the Rural Community: A Trip to the Wonderland of Switzerland

By Erma S. Maddux,
Windsor School, Windsor, Sonoma County, California

The Windsor School was given a rare treat a short time ago. We had just finished studying Switzerland in the fourth grade. The children had become much interested in this small but wonderfully beautiful country through the use of Stoddard Lectures, the Book of Knowledge, *National Geographic Magazine*, stories and our text. With this wealth of pictures and graphic descriptions of the snow-capped Alps, lakes, strange tunnels, picturesque little villages, tiny valleys, and swift rivers with their many waterfalls turning the wheels for the factories, we could almost taste the chocolate and cheese.

In fact, it seemed very hard to find a stopping place. I had asked one of my third grade boy's mothers to come and talk to the children and bring any of her small articles she could spare. This little lady was sure the children would not be interested. Her English is not very plain, as she speaks with a decidedly German accent, but after convincing her that she was helping very much and giving us something we could not get from books, she consented to come.

I told the children on Friday that Mrs. Ruger was coming to tell us about her home and friends in Switzerland. They could hardly wait. The older grades learned of our plan and begged to be allowed to join us for the afternoon and, of course, we were delighted to share her with them.

Our speaker arrived in a small truck filled with many boxes and packages of her treasures. Not being in the habit of speaking before so many she was a little timid, but this was soon forgotten as her subject was dear to her and interesting to us.

The afternoon was opened with a song of lovely yodeling. We were next told of many of the old Swiss customs. Very early in the spring the cows are driven up into the low mountains for feed and kept there until late fall. This annual occasion is celebrated in all of the villages for a week. They dress in their national costumes and have folk dancing and songs. The merrymakers walk out into the country to bid the cheese-makers and herders farewell. These men live many months almost entirely on milk and cheese. The famous Swiss cheese is made during this time in the mountains.

The farms are so small that often the women carry the crops to market on their backs.

These people spend the long winter days carving wood, mak-

[*Continued on page 10*]

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NEWS AND COMMENTS

By HARR WAGNER

False Economy

BOARDS OF EDUCATION, purchasing agents, committees on school supplies and textbooks should beware of false economy. The educational plant costs millions, the teachers' salaries are a big item; why cripple, therefore, the utility of the educational plant by false economy in limiting the most important adjunct, next to the teacher, the school textbook?

The cost of adequate textbooks is less than three per cent of the money used for school purposes. There are boards of education who will spend twenty-five thousand dollars for a complete printing outfit and will not appropriate money for a new and up-to-date series of textbooks.

There are many schools with big auditoriums and very small libraries. In fact, the high school libraries, in many cases, are a disgrace to the school.

There are few schools without athletic coaches, but there are many schools without librarians.

It is false economy to build and equip large and expensive buildings and then economize on school books. If modern education were a complete circle, three-fourths of the circle would be represented by the faculty and one-fourth by the textbooks. The influence of the textbook on the life of the student and the teacher cannot be overestimated. Give the students new books. The life of a textbook should not be over three years. Discard it when it is worn out and falling to pieces. Do as you do with your automobile. Trade it for a new one, or sell it to the junkman.

We know of libraries that are using histories that were purchased twenty years ago. All books that are badly worn and that show overuse should be eliminated from the school library.

Budgets for new books should be liberal, and if money is not available and a decision must be made between teachers' salaries, textbooks, and equipment, economize on the equipment and be generous on salaries and textbooks.

It is false economy to refuse proper expenditures for school books. Be generous, thrifty, wise, and make safe and sound investments in books of all kinds.

SENTIMENT CANNOT STOP the progress of organization. The Ventura *Free Press* comments as follows on the passing of the single rural school:

> The rural public school is in process of evolution. This institution, which has come down to the present from the earliest colonial days, is shading into a complete change. "We need a unit of administration much larger than that served by the one-teacher school. The area of administration should be large enough to support a complete school unit, elementary and secondary. If the area is very sparsely populated, lodging and boarding at the high school may be required as well as good transportation facilities. Enough elementary schools should be in the area to warrant employing at least one trained supervisor. To offer such educational opportunities without undue hardship on the taxpayer, a district of large area is obviously needed. In some states, such a unit probably exists in the county. If so, the preparation of a law is simple, although political influence will doubtless oppose its passage."

The author of these words is Doctor William John Cooper of California, recently appointed head of the United States Bureau of Education, of the Department of Interior. Doctor Cooper is well and favorably known as an educator in California and throughout the country. In his suggestions, quoted herewith, Doctor Cooper virtually reads the little one-teacher school out of existence in its time-honored form. It must give way to the spirit of the age—to the process of amalgamation which is dominating educational facilities as well as the economic life of the nation. Perhaps it is better that the old school should pass into a bigger institution. But the men and women who had their first educational training in a "little red school house" out in the country will heave sentimental sighs at the passing of a spot near and dear to their hearts.

DEPARTMENT OF RURAL EDUCATION

[*Continued from page 9*]

ing lace and embroidery to sell to tourists. Even the very young boys carve beautifully.

The schools seemed a perfect joy to our pupils. They thought it would be most interesting to learn two or three languages. How these little American boys and girls wished they could go on these wonderful excursions to study the birds and wild flowers once a month. The idea of being allowed to spend a winter with a relative just to study another language seemed very fine.

The children were thrilled by the story of the pure white, magic flower, edelweiss, which always grows on the edge of a steep cliff. Swiss people think this flower brings them good luck and will pay a good price for it. An alpine climber will risk his life to get an edelweiss flower. Climbing after these flowers is so dangerous that a rope, held by several strong men, is tied around his waist.

The marvelous collection of carved wood, laces, embroideries, a book of pressed wild flowers, a magic flower pressed, mounted and framed, and many, many pictures, made these people live and breathe for us.

The afternoon was brought to a close with another Swiss song and beautiful yodeling.

We are now looking forward to a very instructive talk by the father of one of our boys who has gone to Alaska every summer for eighteen years to take charge of one of the largest salmon canneries in the North.

Northern Section of Rural Supervisors Association Meets

THE NORTHERN SECTION of the Rural Supervisors Association met at Chico on May 3. Miss M. L. Richmond, president of the Northern section called the fourth meeting of the year to order. The morning was spent in committee work on the problems which the members have studied throughout the year, namely, teacher rating, articulation of rural elementary and secondary education, combination and alternation of subjects in the rural program, and curriculum in language.

Miss Winifred Van Hagen, chief of the Bureau of Physical Education for Girls presented the new state course of study in physical education for the consideration of the rural supervisors during the luncheon session. Her clear and enthusiastic presentation of the research plan which Mr. Nielsen, chief of the Division of Health and Physical Education set up as a basis for the selection of the subject matter of the new course was received with great interest. Miss Van Hagen's services will be much in demand during the next year in training teachers in service in the use of the new manual.

Miss Mabel Simpson of the California Tuberculosis Association spoke of the work done in teacher training institutions in establishing real programs to train teachers in health inspection and instruction. Miss Simpson made available to the supervisors a tentative course of study in health education. The interesting projects contained in this course will be of great value to the teachers in service as well as forming a basis for the work of the teachers in training.

President Osenbaugh of the Chico State Teachers College greeted the supervisors and outlined his plans for the next year to bring about closer coöperation between the institution and the supervisors in the field. He indicated that the program of the Chico State Teachers College was largely one of rural teacher training and that it was his objective to give more and more attention both in summer sessions and during the school year to the curriculum best adapted to rural teachers.

The afternoon conference was devoted to round-table discussion led by Miss Helen Heffernan, chief, Division of Rural Education. Miss Heffernan said that there has been a change in point of view relative to supervision. Formerly, supervisors were prone to emphasize the judgment or rating of teachers as their function. Now, supervisors consider the improvement of teachers as their primary consideration.

"As the schools become more and more complex social institutions," said Miss Heffernan in opening the discussion, "the need of supervision is unquestioned. The need of supervision of instruction exists from the need of maintaining standards and coördinating effort rather than from the necessity of helping weak teachers."

The questions discussed were: Should visits be prearranged? Can a supervisor successfully participate in the classroom activity he is observing? Should the supervisor take notes as he observes? What should be the nature of the conference after the visit? What part should the group conference play in supervision? How can demonstration lessons be made most successful? How can the results of standardized tests be made to establish right attitudes in the teacher?

Many interesting illustrations and much valuable discussion resulted from the questions. It was illuminating to note that there was by no means complete agreement among the supervisors as to the best techniques to be pursued in bringing about an improvement in the teaching act. However, the supervisors agreed that the discussion was most fruitful and voted to make it a regular part of the quarterly conferences next year.

Out of the discussion, Miss Heffernan, as conference leader, summarized the conclusions. Modern supervision should mean:

1. Constant inspiration and encouragement for the teacher.
2. Constructive, developmental, forward-looking criticism.
3. Emphasis on essentials and a disregard for nonessentials.
4. Specific evaluations and an avoidance of vague generalities.
5. A regard for the personality of the teacher.
6. An appreciation of the strain of classroom work.
7. A program based on fundamental principles rather than minute instructions.
8. An understanding of the difficulty of translating progressive educational principles into practice in the actual classroom situation.

The county superintendents present at the conference were: Mrs. Agnes Meade, Yuba; Mrs. Minnie Gray, Sutter; Miss Bertha Merrill, Shasta. The rural supervisors in attendance were: Miss Stacy Armstrong and Mrs. Elizabeth Towles of Yolo; Mrs. Ruth Edmands of Colusa; Mr. Ralph Camper of Glenn; Mrs. Ethel Ward of Shasta; Miss Emily Rothlin of Lassen; Miss Grace Plum, Miss M. L. Richmond, and Mr. Floyd Tarr of Butte; Mr. Case of Sacramento; Mrs. Norris of Tehama; Mrs. Charlotte Tinker of Plumas; Mrs. McQuaid of Yuba; and Miss Alice Carroll of Sutter.

The conference had as its guests and speakers: Miss Mabel Simpson, Miss Winifred Van Hagen, Miss Helen Heffernan, and President Osenbaugh.

More Oregon Educators Visit State Demonstration Rural Schools

During the week of April 9, Miss Helen Heffernan, chief, Division of Rural Education, accompanied a second group of Oregon educators on a tour of inspection of the state rural demonstration schools. Among the schools visited were Shasta in Shasta County, Wyandotte and Union in Butte County, Woodbridge and Escalon in San Joaquin County. The visitors spent Friday as guests of the San Francisco State Teachers College, where a conference was held under the direction of Miss Grace Carter. Among the visitors were: J. W. Crites, Assistant State Superintendent; Roy Cannon, County Superintendent, Multnomah County; Miss Elizabeth Murray, County Superintendent, Columbia County; J. A. Yeager, County Superintendent, Umatilla County; Miss Gertrude Lyon, County Superintendent, Grant County; Kenneth Wall, County Superintendent, Lake County; J. H. Dunn, principal, Russellville School; Mrs. Ruby Brennan, supervisor of Multnomah County; F. E. Fagin, City Superintendent, McMinnville; Miss Elizabeth Burr, supervisor of Jackson County.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

County Librarians Convention

THE TWENTIETH ANNUAL CONVENTION of the county librarians of California was held Saturday, May 4, in the auditorium on the fifth floor of the State Library Building. Milton J. Ferguson, state librarian, who returned recently from South Africa, presided and was warmly welcomed by the librarians.

Howard K. Johnson, chairman, Sacramento County Board of Supervisors, in his address of welcome paid tribute to the excellent work of county librarians, called attention to Capitol Park, Sutter's Fort, the Crocker Art Gallery, and the State Library Building, which, he said, was unsurpassed for governmental use.

Miss Helen Heffernan, chief, Division of Rural Education, State Department of Education, gave an exceptionally fine address in which inspirational thoughts were held securely to every-day life by practical suggestions. She said rural supervision and county library service were practically indispensable in rural education. She contrasted the modern school, where the teacher chooses to remain in the background and encourages the child to take the initiative and learn to talk and assume responsibility, with the school where the teacher learns to be a public speaker by practicing on her pupils.

In modern schools, as well as the less favored ones, the library, she said, is the very heart of the school because the librarians constantly meet the interests of children with books.

She urged that lists of books be made upon interest basis rather than by grades and suggested lists for a travelers' club, nature lovers' club, little scientist club, etc., thereby tying up outside reading with the school. She praised the service given by the county libraries to the schools in music and art as each helps to give the children the right environment.

Miss Heffernan expressed the belief that county librarians should be consulted by county boards of education at the time adoptions of books are made, that better support should be given county libraries, that the head of the school department of the county library should be paid from school funds and that county librarians should be placed on institute programs.

At the conclusion of Miss Heffernan's address Mr. Ferguson called to the chair, Miss Mabel R. Gillis, who had so ably filled the position of state librarian during his absence in Africa and who had prepared the program for the county librarians' meeting. Miss Gillis presided during the remainder of the day.

Mrs. May Dexter Henshall, chairman, legislative committee, California Library Association, presented a résumé of bills which were before the Legislature or had been signed by the Governor which were of interest to librarians. She read a statement prepared by M. D. Lack, chief counselor of the Taxpayers Association, pointing out changes S. B. 398 makes in the present budget law.

Miss Gillis told of bills providing increased salaries for several county librarians and made suggestions to help solve salary problems when the next Legislature meets in 1931 after the federal census is taken.

At the afternoon session plans for library service to state and county institutions were discussed. This subject had been presented at the forenoon session by Miss Grace Barneberg chairman, division of institutional relations, California Federation of Women's Clubs.

A discussion led by Miss Cornelia D. Provines, librarian, Sacramento County Free Library, relative to county library publicity at the State Fair during the Diamond Jubilee celebration brought forth many suggestions.

The report of the treasurer, Miss Cornelia D. Provines, showed the organization of county librarians was in a sound financial condition.

A round table for assistants in charge of State Library requests, presided over by Miss Beulah B. Mumm, head of reference department, State Library, proved too alluring for the librarians and resolved itself into a general meeting for all with everyone entering into the discussion.

The county librarians of the eight counties giving library service to the patients at Weimar Sanatorium held a meeting to discuss matters pertaining to their service to this joint county institution for tubercular people.

In the evening 125 librarians, their assistants and friends, gathered in the Peacock Room of the Senator Hotel to attend the annual dinner of the county librarians. This beautiful room, flanked by a broad lanai overlooking Capitol Park, with the varying green of lawn, shrubbery, and trees, with the Capitol dome towering above, was an ideal place for this delightful meeting of congenial friends.

After dinner the librarians adjourned to the auditorium in the State Library, where John Laurence Seymour of the Sacramento Junior College gave a reading of Eugene O'Neill's "Strange Interlude." The almost breathless concentration of Mr. Seymour's audience was a rare and deserved tribute to his delicacy of treatment and masterly presentation of a most unusual drama.

On Sunday 130 librarians and their friends went on an auto trip to the historic mining town of Grass Valley. They were met at Bret Harte Inn by the local librarian, Miss Frances Doom, the secretary of the Board of Library Trustees, Mrs. Alison Watt, and were welcomed at luncheon by Eugene Smart, secretary of the Chamber of Commerce. After luncheon Mr. Smart showed the librarians an interesting exhibit of gold nuggets, and escorted them to the Empire Gold Mine, past the old-time homes of Lotta Crabtree and Lola Montez. History in this mountain county reaches back to the pioneers and up to the present President of the United States, as President Hoover's early mining experiences were in Nevada County.

A side trip was taken to the fascinating forty-nine town of Nevada City, with its crooked streets pitching your machine up one incline only to slide it down another, past buildings with awnings and iron-clad windows and doors of a past age. A ride home over the hills with fields covered with groves of magnificent oak trees and dotted with splashes of purple lupine ended a delightful and memorable day.

Conference of California Library Association

THE THIRTY-FOURTH ANNUAL MEETING of the California Library Association which convened in Masonic Temple, Sacramento, May 6–8, for the first time in twenty-five years, is now a matter of library history.

Throughout the sessions there were constant expressions of satisfaction with the program. Why? No one was conscious of all the carefully worked-out details. The presiding officer did not sit watching a timepiece while tense speakers tried unavailingly to give worthwhile talks in impossible spaces of time. The program was uncrowded with speakers yet replete with information, inspiration, business, and pleasure so well balanced that mental fatigue was entirely lacking and helpful personal interviews were possible. Important business was taken up when there was a full attendance, and time was given for its proper consideration. A crowning achievement was a full attendance up to the last minute of the final session. Well-deserved tributes were paid to Miss Mabel R. Gillis, president of the California Library Association, who was responsible for this unusual program.

At the opening session after introductory remarks by Miss Gillis, Governor C. C. Young most graciously welcomed the convention to Sacramento and said as a former high-school instructor and user of libraries he felt particularly in harmony with this convention. He urged the delegates to visit points of interest in Sacramento and invited them to hold their convention here each legislative year.

Miss Hazel G. Gibson, who has been secretary–treasurer of the California Library Association for the past seven years, gave a synopsis of committee reports. Most interesting reports were made by the nine district presidents.

When Miss Gillis rose to make her presidential report she was given an enthusiastic ovation. The theme of her report was the development of library service in California during the twenty-five years which have intervened between the last meeting of the C. L. A. in Sacramento twenty-five years ago and the present time.

Twenty-five years ago the association numbered about 150, and forty-five delegates attended the meeting, which was a one-day session. Now the association numbers over sixteen hundred and about five hundred delegates attended the conference.

Miss Gillis mentioned the great progress made by the State Library and the fact that it has had only two state librarians since 1899, which has given continuity of policies and has been instrumental in building up a state-wide system which has attracted enthusiastic investigation from far and near.

She said that between that C. L. A. meeting twenty-five years ago and now lies the development of a whole library system—the California library system with its city libraries wherever they may be established to advantage, its county libraries almost covering the state, with the State Library as a clearing house through which they may all have supplementary service. The entire change from the old school district libraries to library service from county libraries has taken place since that other Sacramento meeting. An amazing growth of high-school libraries and the whole development of business libraries has come about in twenty-five years, all of them helping to round out the present California system into a complete service.

Another ovation greeted Milton J. Ferguson, state librarian, who was on the program to tell of "The South African Library Situation." Mr. Ferguson returned recently from the Union of South Africa where he and Mr. S. A. Pitt, librarian of Glasgow Public Library, had been sent by the Carnegie Corporation of New York to make a survey of that section of Africa and to devise a plan of library service applicable to conditions there.

Mr. Ferguson said the libraries of South Africa are maintained by subscriptions of

about one pound or twenty shillings per person a year; consequently they serve less than ten per cent of the population. In some of the libraries public reading rooms are maintained by provincial grants and are stocked with newspapers and magazines of all sorts. There is always a subscribers' room and subscribers and nonsubscribers are separated, each group having its reading room.

The people were interested in the idea suggested by Mr. Ferguson and Mr. Pitt of a free public library system, but appeared to have little or no knowledge of it. After listening to the addresses of the visiting librarians at a convention in Bloemfontein where about one hundred people of South Africa were brought together, one of the citizens said: "Library work in South Africa will never be as systemless, as dead, again." Mr. Ferguson said he was satisfied some echo of the California library system will remain in that far distant continent and will resound throughout the land.

In the course of Mr. Ferguson's travels through South Africa he met Sir Percy Fitzpatrick, author of "Jock of the Bushveldt," one of the world's great dog stories; Mrs. Millin, who wrote "God's Step-Children"; Mrs. Lewis, author of "Trader Horn"; Doctor M. Boehurke, head of the teachers college at Oudtshoorn, and his wife, a former teacher at the Los Angeles Teachers College.

On the three successive days of the convention Professor B. H. Lehman, University of California, held the unwavering attention of his audience as he presented in his inimitable way the subject of "Best Sellers and the Classics" under the three headings: biography, poetry, and fiction.

Professor Lehman said a best seller is simply a book which catches the immediate attention of the world. Publishers at the recent booksellers convention in San Francisco admitted they did not know what makes a best seller. It has nothing to do with the quality of the book. In the end every book which is a great book becomes a best seller. A classic has the basis of an enduring value—it has an enduring appeal to readers.

Taking up the subject of biography he said another human being always interests human beings. Biography is one remove from a human being; fiction, two removes, autobiography, a direct contact, as it is self-revelation. Among the half-dozen biographies of the last few years which he designated as great books were Ludwig Lewisohn's "Midchannel"; Rachel Taylor's "Leonardo Da Vinci"; Lytton Strachey's "Elizabeth and Essex"; and Constance Rourke's "Troupers of the Gold Coast."

When discussing poetry Professor Lehman contrasted the fineness of real culture which produces an inner experience with the veneer which is something you remember so you can talk about it at the dinner table or fill in gaps in a conversation. He caused a galaxy of poets to pass in review before his audience. Shakespeare, he said, took the language of the gutter and made it the experience of human beings. Of American poets of the present time he pointed out Robinson Jeffers of Carmel as giving the greatest promise of them all and predicted that his books will be numbered among the classics.

Miss Essae M. Culver, executive secretary, Louisiana Library Commission, was on the program to tell about "Library Progress in Louisiana," but was unable to be present owing to organizing activities. Her absence was a keen disappointment to her many friends. An elegant basket of flowers which she wired for Miss Gillis seemed to come straight from

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Mrs. Rose V. S. Berry, who has been art chairman in the General Federation of Women's Clubs and has spent seven years in Europe studying music and art was introduced by Miss Eleanor Hitt, vice president of the association, presiding at the Tuesday morning session. She gave a delightful talk on "American Sculpture." With the dedication of the State Library murals and sculpture only a week off her talk was most timely. She called attention to the National Sculpture Society's exhibition at the Palace of the Legion of Honor in San Francisco and said it was the third time in 135 years that a great exhibition of sculpture had been made in the United States, and all three have been held since 1915. The cost of bringing the statuary to San Francisco was $100,000.

Vierling H. Kersey, State Superintendent of Public Instruction, took for his subject "The School Looks More and More to the Library." He said the American people have a "frontieristic" attitude toward thinking; that our educational program was formulated out of an analyzed future fifteen years hence and not from the traditions of the past as experienced by our fathers. He urged that people release themselves from determinism in education and advocate the education that begins with pre-school age and continues to adult education and parental schools thereby equipping individuals to meet life and enrich it.

The teacher, he said, is no stronger than the material she has at hand. She has only the library upon which to rely since projected into this new type of comprehensive education. The library is needed to bring width to content material, to verify things educators are doing and to relieve with its refreshing contact the cumulative fatigue of teachers.

"Some High School Library Visions," by Margaret Girdner, librarian, Galileo High School, San Francisco, was filled with fine suggestions. Miss Girdner said the library was not only the heart of the school but the whole nervous system; that the school library has undergone a tremendous change in the last ten years; that school people are now studying the relationship between libraries and schools; that methods of teaching are different and children go to the library to use many books and that there is need of teaching teachers to use the possibilities which are theirs. She presented difficulties confronting school librarians, questions to be studied by the School Library Association during the coming year and her visions for the future.

Miss Jasmine Britton, librarian, Elementary School Library, Los Angeles, gave an excellent talk on "New Dimensions in Schools and Libraries." Miss Britton said that as she viewed the skyline of New York recently from the deck of a transatlantic steamer she was impressed by the new skyline of thought for school libraries. She told of a visit of William Scott Gray, Dean of College of Education, University of Chicago, to the Los Angeles School Library while on a recent tour of inspection of school libraries of California and of his many questions concerning the service. She brought forth many points suggested by school people and urged that more attention be given to school library service in library schools.

Nicholas Ricciardi, chief, Division of City Secondary Schools, State Department of Education, made many clear-cut statements in his address on "What Our Young People Are Thinking" and said librarians have the open-mindedness to listen to such a subject. Mr. Ricciardi gave the questions discussed by

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high school seniors, and what they are thinking along the line of sound education as related to their capacities, desires, plans, and ideals. He said we must learn the ideals of young America if we are to know what they are thinking and that we must not judge youth by the appraisal of surface behavior.

The afternoon of the second day of the convention was devoted to five very interesting section and round-table meetings as follows: "Municipal Libraries," president, Cornelia D. Plaister, Public Library, San Diego; "Children's Librarians," chairman, Irene Branham, Kern County Free Library, Bakersfield; "Special Libraries," chairman, W. A. Worthington, Pacific Gas and Electric Company, San Francisco; "College and University Libraries," chairman, Willis H. Kerr, Pomona College Library, Claremont; "State Teachers Colleges," chairman, Alice Anderson, State Teachers College, Chico. During the noon hour of the same day a "Trustees Luncheon" was held at the Senator Hotel. Owing to the absence of Mrs. J. Wells Smith, Miss Susan T. Smith, librarian, Berkeley Public Library, presided. The subject for discussion was "Closer Coöperation of the Trustees With the Librarian."

The evenings of the convention were given over to entertainment. A "Jinks Dinner and Days of '49 Program" was held Monday evening in the Elks Temple. Three hundred seventy-five delegates were seated at the tables. Miss Clara B. Dills, librarian, Solano County Free Library, was chairman, and Mr. Samuel Levinson of Levinson's Book Store was master of ceremonies. Mr. Levinson placed by each plate as a gift book an exquisitely wrapped copy of "What Books Can Do for You," by Jesse Lee Bennett.

Miss Gillis and her reception committee added greatly to the '49 atmosphere by wearing the costumes of that period. Two of these costumes were original ones formerly owned by Lotta Crabtree. During the dinner an old-time fiddler and his faithful follower with a guitar wended their way ceaselessly among the long tables playing old-time mountain airs.

The Sacramento Community Players delighted the audience with a quaint melodrama of the olden times.

A group of Sacramento men and women in '49 costumes took the librarians back to pioneer days as they went through the intricacies of the square dances to music of the days of the "diggings."

From among the bookmen who had displayed excellent exhibits on the mezzanine floor of the Senator Hotel were two who added greatly to this gala evening. "Diamond Dick" (Ritchie) Smith of Ginn & Co. proved to be quite a juggler and also sang most pensive songs accompanied by a young man whose languishing glances added to the hilarity which greeted Mr. Smith's musical numbers.

Community singing led by Miss Dills and Mr. Smith, with Miss Bessie B. Silverthorn as accompanist, was followed by a very informative talk by Hilliard Welch, past president, Native Sons of the Golden West.

On Tuesday afternoon the delegates were the guests of the Sacramento Convention Bureau and were driven through the tinely shaded streets of Sacramento and shown the places of interest in and around the city. In the evening the State Library held open house for the members of the convention. The opportunity to see this beautiful new building was greatly enjoyed. Music and dancing in the spacious reading room were added attractions. Among the visitors were the fifty students of the School of Librarianship, University of California, accompanied by Sydney B. Mitchell, director of the school, and Miss Edith M. Coulter, assistant professor of librarianship.

On the final day of the convention unusually fine resolutions were read by the chairman, Miss Minette L. Stoddard, librarian, Merced and Mariposa County libraries.

The nominating committee named and the convention unanimously elected as officers of the California Library Association for the ensuing year Mrs. Julia G. Babcock, librarian, Kern County Free Library, president; John B. Kaiser, librarian, Oakland Free Library, vice president; Miss Hazel G. Gibson, Sacramento County Free Library, secretary-treasurer. The newly elected officers were escorted to the platform by Miss Mary Barmby and Miss Sarah E. McCardle. Mrs. Babcock accepted most graciously the new responsibility and honor and returned the gavel to Miss Gillis with the request that she should conduct the remainder of the program.

Miss Susan T. Smith, librarian, Berkeley Public Library, was elected delegate to the Washington conference of the American Library Association.

The convention recommended that the American Library Association be invited to California for the conference in 1930, and that San Francisco be considered as a joint meeting-place next year for the California Library Association and the Pacific Northwest Library Association.

Professor Lehman's final address which was intensely interesting was the last number on the program. Before returning the gavel to the newly elected president, Miss Gillis said of Professor Lehman's inspiring address, "I am content to end my term of office on the pleasure of this hour."

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—EDITOR.]

HELEN HEFFERNAN, chief, Division of Rural Education, State Department of Education, will be a member of the summer school faculty at University of California, Berkeley, and State Teachers College, San Francisco, during the 1929 school vacation.

SUPERINTENDENT L. S. NEWTON of Siskiyou County is arranging his annual institute at Dunsmuir, August 28, 29, and 30. David Rhys Jones, coauthor of the Jones and McClymonds Arithmetic and formerly of the San Francisco State Teachers College, is one of Mr. Newton's deputies and has made a special study of the history and geography of Northern California.

PROFESSORS F. W. HART and L. H. Peterson of the University of California, have made a special survey of the high school situation at Alhambra, with the assistance of the principal, W. L. Van Voris.

WILLIAM INCH, principal of the Lodi High School, has been reëlected. Mr. Inch has a record of nineteen years of special service at Lodi. His activities include services on the County Board of Education, fine library, special lectures for students, and in giving to the students a course of instruction that leads to high ideals. He has a personality that gets across, and is greatly honored and respected by the community in which he lives.

H. R. OLSON, principal of the Hilmar High School, goes to Chowchilla as the new principal. C. G. Fry of Denair succeeds Mr. Olson at Hilmar.

MRS. ALTA OHRT has been elected County Superintendent of Tehama and will take office August 15, when Paul Henderson will retire. This JOURNAL has watched with interest the various superintendents of this noted county. Belle Miller, E. Graves, Lena K. Nangle, Ellen K. Lynch, Delia Fish, and Mamie B. Lang are names well known to school people during the past thirty years.

RUDOLPH FERGUSON will be the new principal of the Denair High School next year.

CHARLES E. KEYES will retire at the close of the school year after twenty-one years of service. Mr. Keyes has been one of the outstanding California high school principals. He was president of the department of secondary education, N. E. A. He has served for fifty-two years, forty-one as principal.

THE TRUSTEES of the Livingston School have notified Mrs. Sheesley that while her work was satisfactory, they desired a man as principal and gave her a sixth grade class to teach. Wanted: A man principal at Livingston.

PAUL A. PAULSON, teacher in the Chico High School, has refused to resign, although requested to do so by the principal, Sherman L. Brown. It was charged that Paulson taught atheism. Paulson insists that under the tenure bill he is entitled to a trial. It has been decided that Paulson will continue as a teacher in the school.

H. A. SAWYER, business manager of the Berkeley Board of Education was removed on request of Superintendent Smith. Deputy Superintendent James will have charge of the business affairs for the present.

O. H. OLSON, the very successful principal of the Half Moon Bay School, San Mateo County, has been elected principal of the Roosevelt School, Burlingame. Mrs. Olson, who has been teaching at Moss Beach, will also become a member of the teaching staff at Burlingame. Superintendent Adams is fortunate in getting such an excellent man as principal. The Half Moon Bay *Review* says:

"Mr. Olson came to Half Moon Bay about three years ago to take up his duties as instructor of the seventh and eighth grades and sports. Under his tutelage the pupils of our grammar school have made wonderful progress. His attractive personality, his quiet nature, his winning ways have not only won him the respect and love of his pupils, but also the esteem and friendship of the local population."

EARL BYRON SHOESMITH will succeed L. E. Richards of Tracy as principal of schools. The Board of Trustees made a number of radical changes, acting against the protest of quite a number of citizens who were not in favor of the various changes.

MR. SAMUEL W. COOMBS, who at the present time is principal of the Folsom Grammar School, has accepted a position with the W. F. Quarrie Company, publishers of *The World Book*, encyclopedia of organized knowledge, as district manager of Northern California. Mr. Coombs will take up his new duties at the close of the present school term, with headquarters in San Francisco.

Mr. Coombs first joined the ranks of *The World Book* in the summer of 1925 with the host of teachers that find pleasant and profitable summer work representing this well-known encyclopedia, for home, school, and office use. Mr. Coombs has since represented *The World Book* in spare time, and finding the work pleasant and profitable as well as educational, is now taking over the management in Northern California.

ROBERT REED has been elected to succeed O. T. Barth as principal of the Linden Union High School.

WILLIAM RUTHERFORD of the Galt Union High School established a course in aviation and the trustees and others objected to lessons up in the air. Friction arose and the whole affair is being investigated by the Sacramento Grand Jury. Mr. Rutherford has resigned.

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James Ferguson, principal of the Jefferson Union High School, Daly City, held unusual graduating exercises for his forty-nine graduates. Richard Woelner delivered the address. There was a large attendance. Mr. Ferguson left immediately after the close of school for a trip to Europe. He will visit many places of educational interest.

E. R. Morehead has been appointed principal of the Monterey High School, succeeding H. J. Graves. Mr. Graves will continue as Superintendent of the Monterey schools.

Jerome O. Cross, City Superintendent of Santa Rosa schools has made an excellent record and has been reëlected for a new four-year term at an increased salary.

Superintendent Pansy Abbott of San Mateo County has selected the Portola School for the county demonstration school. The State Teachers College of San Jose will use the Portola School as a typical rural school.

The April issue of *Books and Notes* of the Los Angeles County Free Library has much interesting material, including a description of the new library building at Monterey Park, a letter from Milton J. Ferguson, from South Africa, etc. Miss Vogleson is serving as chairman of the State Salary Commission of the State Library Association.

Elwood Cubberley, the well-known author of many books on school administration, and professor of education at Stanford University, has been selected by Doctor Wilbur, Secretary of the Interior, to serve on an important educational commission. Doctor Cubberley will have a year's leave of absence from Stanford.

Orris S. Imhof has resigned as principal of the Tracy High School. Ellis G. Rhodes of Palo Alto has been selected as his successor.

C. A. Harwell of Berkeley has resigned his principalship at Berkeley to become director of the Junior Red Cross activities on the Pacific Coast under the direction of H. B. Wilson. Mr. Harwell is well known as the leader in the campaign for the selection of a State Bird, and as a student and lover of Nature, including birds, bees, flowers, and wild animals.

Professor J. C. Horn of Mills College and Superintendent A. C. Barker of Palo Alto are to be members of a group of American educators that are to spend six weeks in June and July visiting German educational institutions under the direction of the Berlin Zentralinstitute and the International Institute of Teachers College of Columbia University.

Superintendent Barker's special interest will be a comparison of German and American public schools, especially in the elementary and high school grades.

The visiting group, consisting of thirty members, includes teachers, supervisors, superintendents, and college professors.

The trip begins at Hamburg June 17th and ends in northwestern Germany July 29th. About twenty-five cities are included in the itinerary, and all types of educational institutions will be visited. Each member of the group will be given an opportunity for intensive study of the particular phase of education he is most interested in.

LUNCHEON TO H. S. UPJOHN

The most outstanding meeting of this year of the Los Angeles County School Administrators and Supervisors Association was the luncheon given in honor of the new County Superintendent, H. S. Upjohn, in the Gold Room of the Biltmore Hotel in Los Angeles on May 11.

More than five hundred superintendents, principals, teachers, county officials, and other friends assembled to do honor to their new educational chief. The Honorable Vierling Kersey, State Superintendent of Public Instruction, was the main speaker. Short addresses were given by Doctor Moore, director of the University of California at Los Angeles; Professor Frank A. Bouelle, Superintendent of Los Angeles City Schools; Professor George Bush, president of the County Board of Education; Everett Mattoon, county counsel, and Mr. Wright, chairman of the county supervisors educational committee.

Doctor Moore delivered a fine address on the topic, "Mr. Upjohn as a scholar"; Mr. Mattoon gave some interesting sidelights on Mr. Upjohn as his former high school teacher; while Mr. Bush claimed the credit for bringing the new County Superintendent to this county. Mrs. Laura D. Jones, vice president of the association, very gracefully presented a gift from the association to Mr. Upjohn.

Both Mr. and Mrs. Upjohn responded in masterly addresses to the honors that were conferred upon them by their friends and admirers.

C. L. Broadwater, Superintendent of El Segundo Schools and president of the association, presided on this occasion.

The Monrovia High School Orchestra, composed of more than fifty pieces and directed by Harold Scott, furnished several splendid selections during the luncheon. Music by the Montebello High School Marimba Trio and a vocal solo by Hazel Landers Hummel gave a further finish to the program.

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ABOUT BOOKS

THE INTIMATE JOURNAL OF GEORGE SAND, edited and translated by Marie Jenny Howe; preface by Aurore Sand, granddaughter of George Sand: When George Sand died in 1876 she left three documents which her family held unpublished for many years. These have only recently been released by authority of her granddaughter, Aurore Sand. The documents include the passionate journal which the novelist kept during her ill-fated love affair with Alfred de Musset; her imaginary conversations with the "learned Doctor Piffoet," and the scrap book in which she recorded intimate incidents, correspondence, confessions and reflections upon her own shortcomings, fears, and desires.

This autobiography lays bare the emotional life of a remarkable genius, love hungry and ultra unhappy in her search for happiness. Beautifully worded, and although it has a note of sadness and despair in every line, one feels the urge to read on, hoping that this extraordinary being will find her rainbow. The reader is delighted to find her belief in the life eternal, and her view of death as expressed in her final comment on page 185.

The most interesting chapters are as follows: Personal Recollections, 1832; A Vision Inspired by Beethoven; Letter to François Rollinat; Recollections of Rousseau; Personal Reflections, 1847; George Sand Defines Happiness, 1852; Final Comment by George Sand, 1868; Important Dates and Events in the Life of George Sand. (John Day Company, New York. Illustrated. Price $3.50 net.)

SEVENTY-FIVE YEARS IN CALIFORNIA, a history of events and life in California, personal, political, and military, by William Heath Davis, edited by Douglas Watson, with a publisher's preface by John Howell: The preface by Mr. Howell is a model of its kind and clearly sets forth the important viewpoints of the publisher. The preface is a masterful presentation of the interesting quality of the pages of contents that follow.

The historical foreword by Douglas Watson is excellent with the exception of the treatment of Frémont. Mr. Watson seems to be under the influence of the historical viewpoint of the men and women who wrote of Frémont when the prejudices of political and personal enemies of those who were in the saddle, prevailed. Of course, the descendants of de Haro and Berreyesa are bitter against Frémont, and Southern Democrats in California and elsewhere were not praising Frémont because he was born in the South and became an abolitionist and a candidate of the Republican party for President. Mr. Watson should recognize that the time has come to give Frémont an impartial place in the history of the country. Davis's comments on Frémont are another matter, and he is, of course, entitled to his personal opinion.

This book is rich in source material and is the greatest personal contribution in existence to California history for a period of seventy-five years.

John Howell deserves great credit for presenting the volume in such a fine form. It is a work of nearly 500 pages, with over 100 illustrations and maps, including autographed letters from Hoover and many historic personages.

The library edition is limited to two thousand copies. Price $10 per volume. Extra copies of special editions are priced from $25 to $150, according to extra material. (John Howell, 434 Post Street, San Francisco, California.)

NEW BOOKS

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Southern California, the Land and Its People, by Dr. H. W. Fairbanks. Price $1.50. A Geographical Reader for the intermediate grades. Illustrated.

California History, by Wagner and Keppel. 1929 Revision. Price $1.50.

The Robert Lloyd Tone System. The Right Way to Use the Voice in Song or Speech. The Correction of Stammering. Price $1.25. Foreword by Leon J. Richardson of the University of California.

Practice Problems, by R. W. Camper, Rural Supervisor of Glenn County. A textbook specially prepared to supplement the present State Series Arithmetic. Price 80 cents net.

How to Teach Secondary Chemistry and Allied Sciences, by Hattie D. F. Haub. Introduction by Prof. Hildebrand, University of California. This is a book for High School Teachers and class room use in Teachers Colleges. Price $2.50.

The Chumash Indians, a Story of Adventure for Young People, by Gale Ewell. This story is located in the Santa Barbara region and gives in detail description of the celebrated Indian Cave. It is a story that young people will enjoy and which will interest them in the study of our native races. Illustrated by the students of the Santa Barbara School of the Arts. Price $1.80.

Educators Looseleaf Class Book and Official Report, designed and copyrighted by Oliver Hartzell. The newest and best class book on the market. Price $1.25. Looseleaf fillers, per class, 25 cents. 6 classes, $1.00.

Our California Home, Her Mountains and Valleys, Her Rivers and Ocean, Her Men and Women. A Social Studies Reader for the Fourth Grade, by Irmagarde Richards. Price $1.50. In Press.

Study Guide for Students in Geography, by S. Coombs, based on Human Geography, Parts I and II, State Series and Fairbanks' California, bound in pads. 3 pads in the series, 40 cents each.

Joaquin Miller and His Other Self, by Harr Wagner. Price $5.00. This will not be an ordinary biography, but will include anecdotes, notes, and descriptions of famous men and women with whom the author and Joaquin Miller were associated.

Life and Letters of a Forty-Niner's Daughter, by Aurora Esmeralda (Mrs. Ella Sterling Mighels), author of "The Story of the Files," "Literary California," and who is, officially, the First Literary Historian of California. The book is filled with incidents of early days and memories and names of distinguished people whom the author has met. Price $4.00

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Specializing in Educational and Trade Books of G. P. Putnam's Sons, New York City, and Thomas Nelson & Sons, New York and London.

Tangletrees, by Lillie Le Pla: Here's a book that furnishes mystery and fun for little folk. It is well illustrated and a really interesting contribution to little people. (Thomas Nelson & Son, 381 Fourth Avenue, New York.)

Higher Book of Songs, by Robert Foresman: This follows the fifth book of songs in the same series and is planned for high schools and other advanced singing classes. (American Book Company, 100 Washington Square, New York.)

Fundamentals of Business, by C. E. Birch: Here is a course of junior business training. This handy volume contains not only the text, but also charts and tables that aid in presentation of the work. (Gregg Publishing Company, Phelan Building, San Francisco, Cal.)

Nuts and Citrus Fruits, by Francis C. Owen: This volume is divided into two parts and has two authors. Francis C. Owen wrote her first division, "Nuts and Their Uses." Ellen M. Ramsay wrote "The Story of Citrus Fruits." Localities in which these foods are grown, their growth, care, handling, and uses are all given. (F. A. Owen Publishing Company, Dansville, N. Y.)

Beginnings of Rome, by R. F. Haulenbeek: This is a complete first-year book for beginning students in Latin. It is a thorough covering of the subject in an interesting manner, and the pictures add to the text, imparting atmosphere and spirit of the times. (Harcourt, Brace & Co., New York. Price $1.60.)

AUDUBON BIRD PICTURES

The National Association of Audubon Societies announces that through the generosity of its friends it is again enabled to furnish large numbers of colored bird pictures and leaflets to school teachers and pupils of the United States and Canada.

The plan is simple. The teacher may explain to the pupils that they are going to form a Junior Audubon Club and have a few lessons, from time to time, about some of the more common North American birds. The teacher will also explain that each child wishing to be enrolled must bring a fee of 10 cents in return for which he will receive a set of six beautifully colored bird pictures made from original paintings by America's leading bird artists. Accompanying each of these pictures, also, there will be a leaflet with four pages of text, written by well-known authorities on bird life.

When a teacher is unable to form a club of as many as twenty-five a subscription to *Bird-Lore* is not given, but the bird-study material is supplied the children where as many as ten are enrolled. This undertaking costs the National Association of Audubon Societies 20 cents for every child enrolled, and this means that the material is actually furnished at half the cost of publication and distribution.

All the teacher needs to do is to explain this bird-study plan to the pupils, collect their 10-cent fees and send them in, and the material will be forwarded immediately. If preferred, however, the Audubon Society circular of explanation, "An Announcement to Teachers," together with sample leaflet, will be sent to any teacher making request to T. Gilbert Pearson, president, National Association of Audubon Societies, 1974 Broadway, New York City.

THE CRAYONEXING PROCESS ON FABRICS

A Method of Applying Crayonex Wax Crayons to Fabric, Setting the Color by Means of a Warm Iron

Many of our readers have heard about the new method of applying Crayonex Wax Crayons to fabrics, and will be interested in the following detailed instructions sent in to us by the American Crayon Company.

Make a design with "Crayonex" on paper—this drawing to be used as a transfer pattern. (The use of such a transfer may be done away with by sketching the design directly on the fabric to be "Crayonexed." In this way steps two and three may be omitted.)

Place the "Crayonex" drawing face down on the material (silk, cotton, linen, or any other fabric may be used) and press with a warm iron. This will transfer an outline of the design to the fabric. Work over the transferred design with "Crayonex," filling in with the

colors desired. When the coloring is finished turn the linen over, "Crayonexed" side down, on a newspaper. Lay a damp cloth over the back surface of the fabric and "steam in" the color by running a warm iron over it. After pressing, the color may be retouched with "Crayonex" or touched up in certain desired spots.

To make a wall hanging, mount the picture upon a piece of material of suitable color for the margin. A cord couched around the picture will improve the effect. Add loops at the top and beads for pendants at the lower corners to complete the hanging. Scarfs, table sets, collar and cuff sets, and many other problems may be "Crayonexed" in this way for individual use, in the art class, or in the home economics class.

To meet the increasing demand for both the crayons for coloring and the fabrics and patterns for the wall hangings, the American Crayon Company has placed upon the market two sets known as Crayonexing Kit No. 1250 and Crayonexing Kit No. 1251. No. 1250 Crayonexing Kit contains a wall hanging, size 17 by 24 inches, with a castle design printed upon it, and a box of No. 28 Crayonex Wax Crayons, together with complete instructions and circular. The castle design wall hanging is shown in the illustration with this article.

No. 1251 Crayonexing Kit contains exactly similar wall hanging, but the design is that of a ship at sea. Complete instructions and circular are also included with this set. Both set No. 1250 and set No. 1251 retail for $1 each.

Those interested in keeping up to date with the newest ideas in art, as well as practical suggestions for drawing, coloring, craft work, etc., would do well to get in touch with the American Crayon Company. Three of the special services which they are rendering to those interested in art are as follows:

American Art Aid

American Art Aid, under the able direction of Pedro J. and John T. Lemos, school art leaders, was organized and is maintained by the American Crayon Company for the benefit of art teachers. General or specific helps regarding school art, classroom or personal art work will gladly be furnished free of charge upon request. Address American Art Aid, Box 1322, Stanford University, Cal.

Everyday Art

Everyday Art is published by the American Crayon Company in the interest of furthering art education and is of general information to all interested in art work, carrying ideas and suggestions, news of general interest, and transporting ideas of practical school and art use from all over the country. It is sent complimentary to art directors and full-time teachers of art. To others, subscription price $1.50 per school year, or $1 in clubs of six.

Art Ideas

Art Ideas are published seasonably in fall, winter, and spring issues by the American Art Aid, and carrying a problem for each grade for each month of the school year. Subscription price, fifty cents per year, but sent complimentary to all who are engaged in the teaching of art regularly or part time. Especially compiled for grade teachers.

Mimeographed Helps

Directions for specific art problems are given in detail, step by step, on mimeographed sheets. The special subjects include block printing, glorified glass, "Tempera-Tex" and other processes, and are of inestimable value both to the teacher and student of art. These sheets are supplied free of charge on request.

Arthur F. Isensee of Nevada City has been elected principal of the Escalon Union High School.

H. E. Stephenson, formerly of North Dakota, will be the new high school principal at Orland. He has been a student at Stanford University the past year.

Is there anything new under the sun? One answer to this question is the Ginn & Co. publication of "The New Path to Reading," a series of readers by Anna Dorothea Cordts, for twelve years a teacher in rural and city schools, an author and speaker of national reputation, now professor of elementary education, State Teachers College, Cedar Falls, Iowa. In spite of all that has been written and put into print regarding the teaching of reading, an ingenious teacher now gives us a wholly new and unique approach to this practical problem.

The book is built on the plateau plan. Lively plays lead the children from one level of skill in reading to the next higher level of attainment. A proven method of self-help enables the pupils to discover for themselves through the medium of serial pictures in cartoon style, the meaning of thought-units and sentences.

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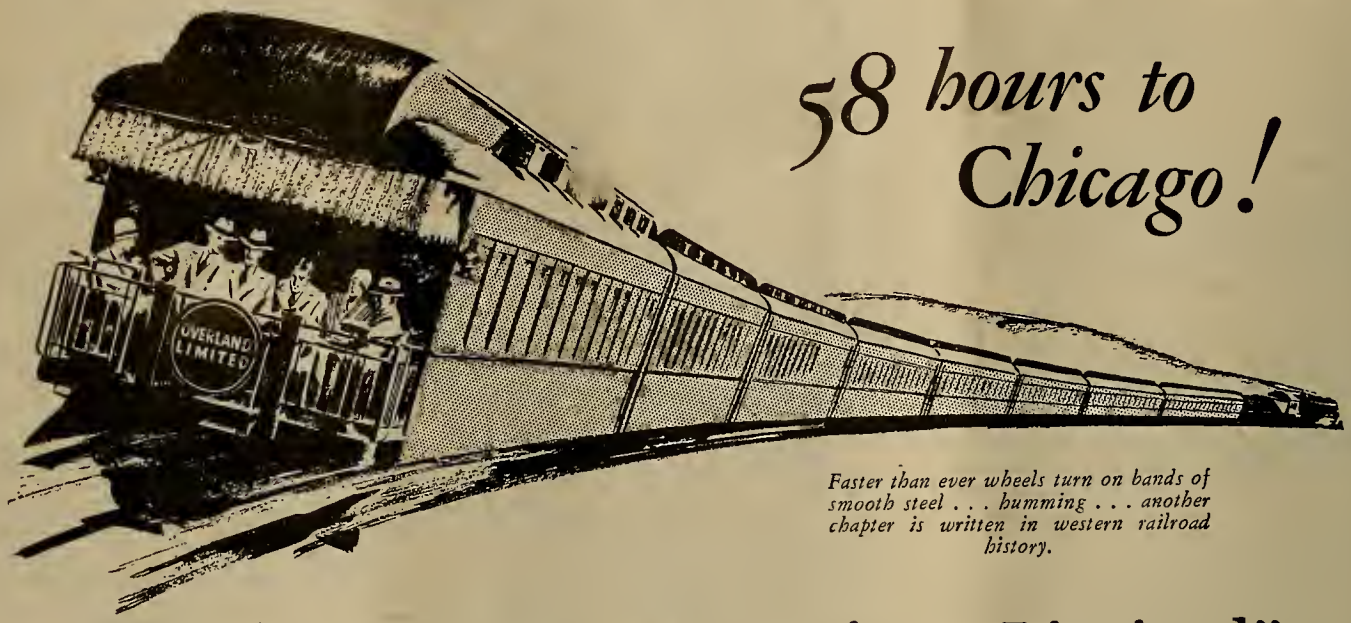

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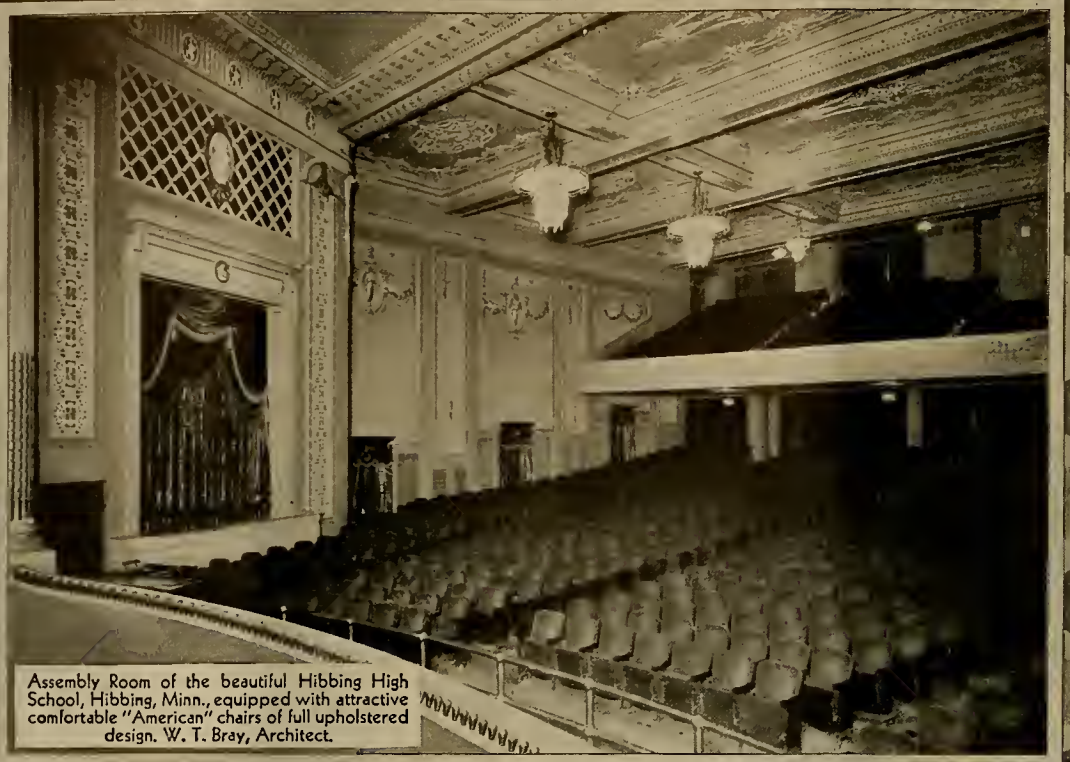

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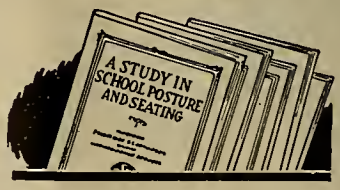

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VOL. XXXV, No. 7 | SAN FRANCISCO, JULY, 1929 | PRICE, 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

JUNE FOR THE BOOKMAN is a time for rapid perambulations.

IN CALIFORNIA fifty-eight county boards of education are in session at approximately the same time and moment.

THE CALIFORNIA STATE LAW says that all supplementary elementary textbooks must be approved by county boards of education.

HENCE the haste and hurry of the bookmen to visit as many county boards as possible, to get their books approved or required for use.

AIR-TAXI SERVICE for bookmen is an immediate necessity.

From an Unexpurgated Itinerary

SAN DIEGO, the haven of Miss Ada York, County Superintendent, a lady from the environs of Boston, whose speech is most articulate and entrancing. The first settled point in California educationally sponsored by one from Massachusetts, the first of educational centers of the East. A county board of parts: Fred A. Boyer, Superintendent of Schools of Coronado, who teaches school to the hum of aircraft from the North Island base; L. O. Barry, Superintendent of El Cajon; William Dunlevy from castled San Diego High School; and M. W. Perry from Rancho Escondido, Rincon del Diablo. No time for Agua Caliente where noneducational pleasures exist.

Walter R. Hepner, Superintendent of San Diego city schools, busy with erection of school buildings. Edwin B. Tilton, his Assistant Superintendent, on his way to Atlanta and the N. E. A., and a six weeks' trip on the Atlantic seaboard.

A hundred-mile trip by motor to Santa Ana, county seat of Orange County and bailiwick of R. P. Mitchell, County Superintendent. On the way, Point Loma passed in a maze of blue mist—the bay of La Jolla, a crescent of turquoise—Torrey Pines and its scraggly trees—El Torro, a station.

R. P. Mitchell in session alone. Rest of board making up year's records and pay warrants. A clever man who tries to keep a humorous mind under cover.

Forty miles to Los Angeles, queen of the southland, where H. S. Upjohn is County Superintendent over two millions of people.

Eighty miles to Ventura, the home of County Superintendent Mrs. Blanche T. Reynolds, California's newest, fastest growing oil city. Boulevards—subdivisions—the last of California's old Spanish towns gone wild with modern progress—new schools—new poinsettias planted in new homes. R. B. Haydock, Superintendent of Oxnard Schools, thirty-five years on Ventura County Board of Education. He heard of the latest educational ideas from bookmen over thirty years ago—nothing is so new that it is not old to him.

A thirty-mile ride along the ocean to Santa Barbara on a smooth boulevard on the edge where mountain and water meet. A. S. Pope, County Superintendent of Santa Barbara, in his new quarters—the recently completed Santa Barbara Courthouse, a masterpiece of Spanish architecture; thick white walls, winding staircases, red casements, the throne room a mass of historical pageantry. An edifice whose exterior beauty delights the eye—a courthouse whose uniqueness is equaled by no other county building in the United States.

One hundred and ten miles to San Luis Obispo, where Robert L. Bird is County Superintendent of the largest high school district in California. Charles E. Teach, City Superintendent, has placed all his teachers on the single salary basis with schedules for six different classifications.

Back to Santa Maria and 150 miles through the great Cuyama Valley to Bakersfield. The Cuyama Valley is drained by the Cuyama River, one of the largest watersheds in California—a dry stream the major portion of the year. An excellent dirt road—six farm houses in one hundred miles—three ranches—grazing Herefords.

Taft, and J. A. Joyce and his schools par excellence. The Lincoln School—art exhibit for the State Fair—excellent work under the direction of Mrs. Bertha B. Askew and Miss Garetta E. Heward.

Bakersfield and Herbert L. Healy, Superintendent of Kern County—an empire of oil wells, cotton and cattle—a county school system widely known, developed under former County Superintendent Lawrence E. Chenoweth, and continued by Superintendent Healy.

Seventy-five miles to Visalia to visit J. E. Buckman, Superintendent of Tulare County Schools, whose board includes De Witt Montgomery, City Superintendent of Visalia, and Charles E. Bigham, District Superintendent of Porterville.

Twenty miles to Hanford, county seat of Kings County, where Mrs. Elsie I. Bozeman in charge of county schools has developed outstanding rural schools assisted by H. A. Sessions, field supervisor.

Fifty miles to Madera, where County Superintendent W. L. Williams rules supreme.

To Merced, sixty miles distant, where C. S. Weaver, County Superintendent, runs a school system and a ranch at the same time.

Sixty miles to Modesto, county seat of Stanislaus County, where Superintendent A. G. Elmore has developed a wonderful school system in the most varied agricultural region of the state.

Out of the San Joaquin Valley with its warmth, vineyards and cotton fields, alfalfa and corn patches, peach and apricot orchards, fig trees in abundance—10,000 acres in one ranch.

To San Francisco ninety miles distant, where nights are cool and fog invigorating.

THE TAFT GRAMMAR SCHOOLS under Superintendent J. A. Joyce will have one of the most complete school exhibits at the next State Fair in Sacramento of any school in California.

From an Expurgated Itinerary

THE MOTHER LODE COUNTRY in the foothills of the Sierras, running for three hundred miles from Sonora across the high ranges to Nevada—gold in the ground and gold in the air—towns peopled by the last—Tuolumne City, Jamestown, Sonora, Columbia, Jackass Hill, Carson Hill, Melones, Angels Camp, San Andreas, Mokelumne, Sutter Creek, Jackson, Dry Town, Amador City, Plymouth, El Dorado, Placerville.

Narrow roads, gold mines, oak trees in new leaf, huge fig trees seventy-five years old, pear orchards on mountain ridges, towns with narrow streets, ex-saloons abundant with soda water signs, running water, willows, heat, dust, vineyards green and vigorous, abandoned shacks, struggling, dying grapevines with twelve-inch trunks, cool night air, the Sierra foothills, short horns, mountain towns with dense shade trees, the Bret Harte Country in the twentieth century, and so on, ad infinitum.

THE UNIVERSITY OF CALIFORNIA summer session at Berkeley has enrolled in the neighborhood of five thousand students this year.

AMONG THE MEMBERS of the faculty at Berkeley this summer are William F. Ewing, Assistant Superintendent of Oakland Schools; Aymer Jay Hamilton, principal, University High School, Oakland; Miss Helen Heffernan, chief, Division of Rural Education, California State Department of Education; Doctor Merton E. Hill, president, Chaffey Union High School and Junior College, Ontario, California; John A. Hockett, lecturer in education, University of California; Rudolph D. Lindquist, Assistant Superintendent Oakland Schools; Albert Clyde Olney, president, Marin Union Junior College, Kentfield; Nicholas Ricciardi, chief, Division of City Secondary Schools, California; Miss Alice Hanthorn, general supervisor elementary grades, Cleveland, Ohio.

C. A. MARCY, District Superintendent of the Manhattan Schools, received his M. A. degree in education this spring from the University of Southern California. His thesis was a survey of the Manhattan school system, made under the direction of Professors W. S. Ford and O. R. Hull of the University of Southern California. Mr. Marcy has just signed a three years' contract with a sliding scale salary increase each year.

VENTURA, under Superintendent Melrowe Martin, is constructing a senior high school and junior college plant on a fifteen-acre site at a cost of over $300,000. The Ventura schools are using the 6-4-4 plan.

CULVER CITY, city of studios, has three schools under the leadership of District Superintendent C. F. Randall. The student enrollment totals 942, and forty-one teachers are employed. Mr. Randall has developed an energetic educational program this past year. Evening school classes have been scheduled, nutrition classes for the various schools have been formed, a new school cafeteria has been started, a school dental clinic established, opportunity rooms taught, athletic meets held, school entertainments and exhibits of school work held. Culver City does extraordinary work in its school entertainments, as the movie performers among the pupils delight in showing their talents.

Mr. Randall is an executive of twenty-four years' experience. He has a B. S. from Columbia University and an M. A. from the University of Southern California. He is a graduate of Bridgewater and Hyannis normal schools, Massachusetts. He holds a Superintendent's professional diploma awarded for superior work in administration at Columbia. He also holds special diplomas for administrative courses from Harvard, Yale, and Boston University.

Mr. Randall has had three years' experience as a teacher and counselor at Long Beach, and one year as a superintendent and principal of a school system in New Hampshire. He has had sixteen years' experience as an elementary principal in the East—twenty-four years in all.

Among outside activities, but closely allied with school work, Mr. Randall has had the following connections: Boy Scout leader and counselor, high school athletic coach, secretary of city athletic league, president of Atlantic County P. T. A., New Jersey, building representative between teachers' association and school board at Long Beach. Mr. Randall has also written many articles for teachers' magazines. He has also identified himself with many social organizations such as Masons, Odd Fellows, Masonic Club, Senators, Lions Club, Sciots, and president of a church brotherhood.

R. B. HAYDOCK, Superintendent of Oxnard Schools, is supervising the addition of fifteen rooms to the Woodrow Wilson School of his city. Eighty thousand dollars is being expended. This school will house the pupils of the sixth, seventh, and eighth grades of Oxnard.

F. M. EAKIN has finished his first successful year as principal of the Santa Paula High School. Mr. Eakin is a graduate of Pomona College of the class of 1914. His previous high school experience in teaching includes three years at Santa Cruz, three years at Martinez, and a year at the Mendocino High School.

RAYMOND R. HUTCHINGS, director of research and child welfare of the Santa Barbara city schools, received his A.B. from Indiana University and his M.A. from Stanford University. He has spent the last seven years in Santa Barbara, the first five as elementary school principal, and the last two in his present position.

LYAL L. WELLS, this year Assistant Superintendent of Ventura City Schools, will next year be principal of the newly established Ventura Junior High School. The school will enroll nine hundred pupils.

BAKERSFIELD has voted a $120,000 special school tax which Lawrence E. Chenoweth, City Superintendent, will use for renovating and making additions to existing school buildings.

IN MERCED COUNTY, C. S. Weaver, County Superintendent, has six elementary districts adding rooms and buildings, due to increased enrollment.

A. CHRISTENSEN, California, 1924, is beginning his second year as principal of the Ferndale Union High School. The high school has nine instructors and a student body of 135. Mr. Christensen, previous to going to Ferndale, was three years at the Pleasanton High School. Ferndale is on the Redwood Highway in the Eel River Valley. It is a prosperous dairying community, with the school district having a $4,500,000 assessed valuation.

C. D. KING, representative of Ginn & Co. in Southern California for the last two years, has resigned in order to take a trip to Europe. E. F. Burrill has been transferred by Ginn & Co. from the northern end of California to aid Harry Linscott in Southern California, and Ritchie Smith has been given the Sacramento Valley territory in addition to his North Coast territory.

WALTER WHITE, representative of the H. M. Rowe Company, is giving a course this summer in the technique of typewriting at the Armstrong College of Business Practice and Administration, Berkeley. This is the fourth year Mr. White has given this course at the foremost college of its kind in the West.

THE FIRST OF JULY saw the establishment of a new textbook publishing house on the Pacific Coast. A. B. Zu Tavern, for the last thirteen years traveling representative for the Southwestern

Publishing Company for the Western states, has formed the Commercial Textbook Company with headquarters at 2006 Oak Street, South Pasadena, Cal.

Mr. Zu Tavern is both author and publisher. His new "Junior Business Training" and "Junior Business Practice" are used in over seventy-five cities in the West. Mr. Zu Tavern's latest book of which he is author is titled "A Course in Filing."

New titles forthcoming from the Commercial Textbook Company are a "Junior Business Training Text," by Zu Tavern, and a textbook on Merchandising for high school use, by Zu Tavern and W. B. Miksell of the Fresno State Teachers College.

Mr. Zu Tavern is one of the keenest students of business education in the United States. The fact that the Southwestern Publishing Company is putting on two new men to cover Mr. Zu Tavern's territory shows his quality of salesmanship. Since fourteen years of age he has alternated in the field of business and that of business education. He is a graduate of the John B. Stetson University, Deland, Florida, and of the Zanerian College, Columbus, Ohio. Zu Tavern has taught in private schools in Philadelphia, Seattle, Chicago, Cincinnati, and Winnipeg, Canada. For five years, previous to his affiliation with the Southwestern Publishing Company, Mr. Zu Tavern was head of the commercial department of the Boise high schools.

With a broad knowledge of the commercial field, and an acquaintanceship and friendship with practically every commercial teacher in the Western states, Mr. Zu Tavern and the Commercial Textbook Company are bound for immediate and permanent success.

Miss Elizabeth Starbuck Adams of the Gregg Publishing Company says that brains, brawn, and beauty epitomize all summer session students.

Miss Blanche Galloway attended the American Library Association meeting in Washington, D. C., this spring.

Charles F. Schwoerer, Superintendent of Calaveras County Schools, has had twenty years' experience in mountain school teaching. In addition to school study at Stockton, correspondence courses, and University of California sessions, he has received a university degree in the university of hard knocks. For twelve years he was in charge of the grammar school at Angels. The last seven years he has been County Superintendent. Calaveras County has one thousand pupils enrolled in thirty-six elementary schools and two high schools. Due to his energy and enthusiasm, the new $125,000 high school building at San Andreas was accomplished. At present Mr. Schwoerer is working for the establishment of a county library. The last legislature made it possible for the formation of a county library in Calaveras County. It is expected that the board of supervisors will act this fall.

The Eldorado County schools for the past eleven years have been in the capable hands of Superintendent E. J. Fitzgerald. Eldorado County has fifty-two county schools, thirteen hundred elementary pupils, and three hundred high school students. Elementary teachers number seventy and there are sixteen high school teachers. One of the late accomplishments in Eldorado County has been the completion of the $175,000 Placerville Union High School. This school is located on a new site adjacent to the county park, where there is an athletic field. Edwin C. Browne is principal of the Placerville Union High School.

In charge of Tuolumne county schools is Superintendent G. P. Morgan, the grand old man among California school superintendents, the oldest teaching graduate of the San Jose State Teachers College, and the County Superintendent longest in service in California. Mr. Morgan has been Superintendent of Tuolumne schools since 1887, some forty-two years. He is serving his eleventh term. He has seen the ups and downs of the gold country. Population has dwindled away in many places. Tuolumne County is in the position of having its re-

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sources of lumber and mining on the decrease, and its water and water power in the hands of others, so that little commercial value comes to the county itself.

Tuolumne County in 1929 has twenty-six elementary schools, one emergency school, one joint-district school, and two high schools with an average daily attendance of 1252. In 1887 the school census was 1525 with an average daily attendance of 813 in twenty-eight districts.

In his office Mr. Morgan has the records of some of the earliest schools in California written in a beautiful hand, and telling much of early California educational history.

MRS. HENRIETTA G. EUDEY, county librarian at Jackson, the county seat of Amador County, has one of the most interesting counties of the state for library work.

MISS WINNIE MAE MACKAY, general supervisor of Tuolumne County schools, has accepted a position for this next year as principal of one of the Sacramento city schools. Mrs. Estella B. Culp, Assistant County Superintendent of Fresno County, has been elected to the position of Tuolumne county supervisor.

MRS. SABRA GREENHALGH, Superintendent of Amador County Schools, and Hubert B. White, Assistant County Superintendent, are carrying out a progressive educational program in their mountain rural schools.

H. A. SESSIONS, field assistant, Kings County schools, is attending the University of California summer session at Berkeley.

MRS. PORTIA F. MOSS during her first term as County Superintendent of Placer County, with the aid of her two elementary supervisors, Miss Arta O. Bradt and Mrs. Sophie Barnard, is making great headway in her educational program. Individual instruction is being emphasized. The entire county has been given Stanford achievement and intelligence quotient tests. Reading has been made of first importance and the last year's testing of reading has shown a decided improvement over the work of three years ago. Music is stressed and the teachers of the county have been invited to work on a tentative county course of study.

Placer County schools number forty-one with an enrollment of thirty-five hundred students in the charge of 204 teachers.

Mrs. Moss, previous to her position as County Superintendent, had eight years in rural school work, four years of which were as principal of the Newcastle Grammar School.

F. D. PATTON, Superintendent of Mendocino County Schools, is recovering from a serious operation for appendicitis.

PAUL C. BRYAN, for the last two years principal of the Hopland Union High School, has been elected principal of the Tomales Union High School for the coming school year. Mr. Bryan is a graduate of Stanford University, A.B. 1924, M.A. 1925.

CHARLES BLACKMAN, principal of the Willits High School, and the school trustees have just purchased a beautiful fifteen-acre site for $6,000 for the new high school building which is to be erected out of a $115,000 bond issue. The Willits High School now enrolls 145 pupils, the largest number in its history.

THE FORT BRAGG SCHOOLS under Superintendent Roy Good have made some decided advancements lately. A union junior high school district has been formed, the first of its kind in California. This new junior high school will be under the principalship of R. V. Lawson who also has the principalship of the Fort Bragg Union Grammar School. Mr. Good and Mr. Lawson are working out a course of study for the new junior high school and the elementary schools. This last year six elementary school districts have joined the Fort Bragg system to be under Superintendent Good's direction. Some $34,000 have been spent in additions to present school plants and buildings in Fort Bragg and in the elementary districts. Twelve hundred pupils are enrolled in the two elementary schools, one junior high school, and one senior high school at Fort Bragg.

C. B. HERYFORD AND H. B. SCOTT are the rural supervisors for Mendocino County.

THE NEW $165,000 high school building at Ukiah is well under way. Principal Charles M. Fulkerson hopes it will be ready for occupancy late in September.

JEROME O. CROSS, Superintendent of Santa Rosa Schools, has just been reëlected for his third term. Mr. Cross is working for his doctor's degree at the University of California. He has passed his qualifying examinations.

A NINETY THOUSAND DOLLAR GYMNASIUM is being built at the Santa Rosa High School.

THE FACULTIES of the Santa Rosa High School and Junior College will be completely segregated next year. It is hoped soon to have a separate college building also. The Santa Rosa Junior College enrolls 260 students. One thousand are registered in the high school.

THE SANTA ROSA SYMPHONY ORCHESTRA, a class of the Santa Rosa evening schools, recently gave a program over KFRC under the direction of George Trombley. Superintendent Jerome O. Cross introduced the orchestra to the listeners on the air.

THE ANNUAL CONVENTION of city and county superintendents and rural supervisors has been called by State Superintendent Vierling Kersey to meet at Hotel Huntington, Pasadena, September 29 to October 4.

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DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan
Chief, Division of Rural Education of the State of California

Rural School Supervision in Three California Counties

By Helen Heffernan
Chief, Division of Rural Education, California State Department of Education

(*This is the first of a series of articles on rural supervision in California*)

That rural supervision is becoming yearly a more constructive and scientific force in improving educational opportunities for country children in California counties is indicated by the annual reports of rural supervisors to the Division of Rural Education.

The supervisory activities carried on are illustrated by reports from three counties of conditions widely varying in topography, roads, weather, number and size of schools, and degree of training of the teachers.

San Joaquin County has an unusually excellent supervisory staff consisting of two general supervisors, Mrs. Edna Orr James and Mrs. Tene Cameron; a supervisor of music, Miss Smullen; and a supervisor of child welfare and attendance, Mrs. Juanita David. The supervisory staff is ably headed by Superintendent Harry Bessac who maintains that the promotion of a progressive instructional program is the most significant function of the county school superintendent.

It is impossible to quote the San Joaquin County report completely because of the necessary limitations of this article. Four items have been selected from the report—suggestive to rural supervisors and county superintendents of ways in which San Joaquin County serves its rural teachers: teachers' meetings, the testing program, the reading program, and the demonstration schools.

Twenty-four group meetings have been held during the year which have varied as to objective. Quoting directly from the report:

The first were four meetings for the new teachers in primary reading. An experienced primary teacher gave a demonstration of work in primary reading before a group who took notes, asked questions, and discussed the procedure.

The teachers of one-teacher schools had a group meeting at which the daily schedule was the subject discussed. The supervisors presented programs for discussion.

It was thought necessary to stimulate greater interest in playground activities, so a series of meetings were held in different localities. Individual teachers, who were capable of giving instruction in certain games, explained the rules and all the teachers played the games. Much enthusiasm was shown and the outcome was a most successful series of play hours among the schools.

The new language books necessitated certain group meetings of the teachers. The objective of these meetings was the presentation of the manual of the Sheridan method and an explanation of the new system. The plan was evolved of holding a series of meetings during the coming year for the purpose of making supplementary bulletins for the new system of language, and for the building up of norms of achievement in the form of a composition scale.

Group meetings are important in many ways. It is important that the members of a large group realize their procedure as a part of the whole school system. Coöperation results from group discussion. Rural teachers have profitable social contacts with one another. A supervisor's work is made more efficient and definite by teachers coming together for discussion, for group planning, and for necessary instruction.

The following table was evolved from statistics provided in the report and shows the results secured by the testing program. This evidence indicates that effective instruction is possible in rural schools under scientific supervision, even when the pupil population is 80 per cent foreign:

RESULTS OF STANDARD TESTS IN RURAL SCHOOLS OF SAN JOAQUIN COUNTY

	READING TESTS				ARITHMETIC FUNDAMENTALS	
		County Score			County Score	
GRADE	Norm	in Nov.	Norm	in May	Norm	in Nov.
Fourth	38.2	40.	40.4	40.7	13.5	15.3
Fifth	43.4	45.	47.6	47.7	18.2	20.3
Sixth	49.1	52.5	52.5	52.	22.7	25.
Seventh	54.6	55.	57.8	55.5	26.2	28.1
Eighth	58.8	59.	60.5	59.3	28.	30.3

One of the interesting programs which was developed in San Joaquin County and is now being adopted in other sections of the state is the grouping plan in reading. The report gives this explanation of the plan:

The children in grades four to eight are grouped, after their tests in the fall, according to reading comprehension with no regard to grade placement. These groups consist of children with a difference of six months or less in reading ability. These groups then may be regrouped within the room if the teacher thinks desirable, so that each individual may get the type of remedial work or drill that he particularly needs. This type of work is carried on four days a week, the teacher presenting as great a variety of material to her pupils as possible. The fifth day the reading period is used by the children as a library period exclusively. At that time the teacher checks the home reading the child is doing, making sure he is reading the books a child of his age should read, and advises and suggests reading for him. The children read their library books this period or give two-or three-minute reports on books they have read.

The group is elastic. As soon as reading ability improves, a child may be transferred to a higher group. No child is allowed to drop back between tests. It has been found that if a child is given the necessary help in vocabulary, or proper remedial work, he can always do the work where he tests, if the test were fair.

As soon as a child measures above eighth grade ability in reading, he is excused from class work and is placed in what is called a "Directed Reading Group" where effort is made to build up as rich and varied a background for him as possible, by having him read history, science, biography, geography, poetry, and current writings. The teacher checks carefully with these children to be sure that they have read the literature that every child should have read. Short reports are made of books read, sometimes oral, sometimes written.

Parallel to the "Directed Reading Group" which is composed of superior readers, is the "Library Group" which is composed of over-age children of low mentality who have reached their limit in reading ability. These children are given reading of a suitable difficulty for them. They are allowed to listen to all reports of the "Directed Group," as they get much enjoyment and information from material reported which they will never be able to read for themselves because of their limitations.

The program has been very successful. The teachers find it much easier to adapt their work to the more homogeneous groups. The children find it more interesting to be working with others of equal ability. The classes cover more material. We have managed to reach and surpass the reading norms set by the Thorndike-McCall Scales since we reorganized under this new plan. *It is a live thing.* A child may make two or three grades in reading under the new plan, while with the old way he knew he was doomed to the same class, and oftentimes the same reader, for the year; so why make any effort. They all wish to grade high enough to get into the "Directed Group." Of course, the reading period in any building is at the same time for all classes, so they may change rooms for it.

The supervisors' reports of the results secured in the demonstration schools is characteristically modest. These schools have been visited by nearly five hundred superintendents, supervisors, and teachers during the school year, and have provided an opportunity for showing a program of progressive education to many. One elementary school principal of many years' experience, when reporting at the state department after a visit to Woods and Escalon, said: "They are the nearest approximation of my ideal of what an elementary school should be of anything I have ever seen."

Again quoting from the supervisory report:

We have two demonstration schools in the county, at Woods and Escalon, where we have tried to put into practice the best in modern theory and practice. At Woods we have *always* tried to check procedures against the best in educational authority in the field, and to keep the best of the old while adapting the best of the new.

At Escalon, the instruction in the tool subjects, especially, has followed the procedures advocated by the San Francisco State Teachers College as to individual instruction. Both schools have had the all-around development of the child as their objective and have emphasized the type of work which tends to develop the social, creative, and emotional nature of the child.

Among the plans that the San Joaquin County supervisors have for the coming school year are the development of a composition scale for each grade; the extention of the test-study-individual method in spelling throughout the three upper grades of the county; the effective introduction of the new state manual in physical education; the individualization of instruction in arithmetic in at least one grade throughout the county; the continuation and extension of the reading plan, and its refinement as to methods of diagnosis and remedial measures; and a special curriculum for pupils of less fortunate mental endowment.

A modest letter accompanied a voluminous report from Miss Emily Rothlin, general supervisor of Lassen County, who, with Mrs. Jessie Madison, the county school superintendent, constitutes the county educational staff. She says of her report: "It reads so little, and it was such a frightfully full and busy year."

In regard to teachers' meetings, Miss Rothlin says:

The teachers' meetings have been conducted on the same plan as last year. An entertainment committee was appointed each time to arrange for the luncheon and entertainment. The supervisor planned the professional program with the president of the "Lassen County Rural Teachers Association" presiding at the meetings. And how she demurred at first! The meetings were held on Saturdays, luncheon being from 12:30 to 2 p. m. and the program from 2 to 4:30 p. m.

On one occasion when the high school principal and the grammar school principals from Susanville were invited, they remarked about the unusual spirit and attitude of the group, and wanted to know how it was secured. Well, it just grew! A friendly feeling prevails. That plus a common interest and an alert and especially fine group of teachers combines to make a "family feeling."

Meetings were held throughout the year concerning primary reading, standard schools, methods in the social studies, language in the first three grades, teacher rating, county unit plan, and new type examinations. Two extension courses were given in Lassen County. The instructor came from Chico State Teachers College every two weeks, holding classes Friday night and Saturday morning. One teacher came sixty miles, one forty miles, and one thirty miles to attend the classes.

An interesting program of health work is worthy of special commendation in Lassen County, a county which cannot support a health unit. To quote again from the report:

I want particularly to report on the health work. I think you know that we have been able to have every rural school child examined by a physician and a dentist. We hope to continue to have these examinations every other year.

When I approached the doctor this year he said: "Do you think our efforts really accomplish anything? Are we not, perhaps, just wasting time after all?" I said the second examination would determine that—knowing, of course, that much had been done. Well, he was completely convinced, and repeatedly expressed his delight at the general improvement. For instance, the section that had the greatest number of undernourished children before, had the fewest the second time. We have endeavored to work with every child, and in order to encourage every child to attain complete all-around development, we give, every spring, the athletic badge tests as prepared by the Playground and Recreation Association of America for the U. S. Bureau of Education. The equipment in most schools is rather meager, but they all have ropes for rope climbing (that was especially recommended by the doctor), a balance beam, and chinning bars.

In order to stimulate improvement in rural school plant and equipment throughout the county, Miss Rothlin carried on an interesting project which we shall all look forward to seeing. Again to return to Miss Rothlin's report:

At the annual trustees' meeting a model rural school was exhibited. The plans for this were taken from "Challman's Rural School Plant," (the book was sent from the State Library). The teacher, children, and one of the trustees of one school worked on the building; another school made the furniture; another landscaped the grounds; and another made the playground apparatus. It created much interest. It will be exhibited at the county fair. Visual education!

And in answer to the question in the report relative to "handicaps," Miss Rothlin lets us see just what accomplishing so much in the shadow of California's living volcano really means:

Handicaps? This year a great one has been the weather—storms just often enough to keep the roads impassable for long periods of time. Of course, there is always the problem of poor roads and distance. Also, the large teacher turnover and the lack of sufficiently trained teachers. The turnover was 30 per cent this year, and the number of trained teachers only 23 per cent. Another one has been to keep those rose-colored specs from being smoked—and I don't mean maybe.

Leaving the land of ice caves, snowy winters, magnificent lakes, and an indomitable, little, rural supervisor with great reluctance because there is not space for a discussion of the testing program, the splendid supervisory bulletins, the new type tests, and the delightful report of the social activities of the rural club, we shall find ourselves presently "down the peninsula." Besides, the genial editor of THE WESTERN JOURNAL OF EDUCATION suggested gently in a recent communication that THE JOURNAL was getting to be "nearly all rural."

"Down the peninsula," County Superintendent Pansy Jewett Abbott has had Miss Eleanor Freeman for general supervisor, and a special supervisor in art, Mr. Howard Trueblood. The report of supervisory activities indicates that San Mateo County is taking advantage of its rich educational environment—Stanford University and the San Jose State Teachers College—to make "bigger and better" rural schools.

Miss Freeman reports concentration on the improvement of reading as her major project during the past year. The San Mateo supervisory bulletin on reading which was sent to rural teachers is an invaluable analysis of the problem.

In addition to the notable reading program, Miss Abbott and Miss Freeman have found time to make a real contribution on the problem of articulation between the elementary and secondary schools. The record sheet provides for recording such data concerning eighth grade graduates as date of birth, character of academic work, special abilities or interests, attitude toward school work, health, and attendance. These data will make an excellent basis for educational and vocational guidance in high school.

Interesting bulletins on school standards, daily programs, assignments, and type lessons were distributed as a part of the supervisory program. The quality of the material included shows a "looking-ahead" attitude on the part of those interested in rural education "down the peninsula."

Rural supervision has passed the necessity of having to be "sold" to anyone in California. With the passage of Assembly Bill 611, and with the governor's signature, provision for rural supervision in California is at last upon an equal basis with supervision in urban areas. It is the responsibility of those engaged in the work to make supervision an effective agency for the improvement of teaching in rural schools and thereby contribute to the realization of the ideals of country life.

Rural Club at San Francisco State College

ON WEDNESDAY, June 26, Miss Helen Heffernan, chief, Division of Rural Education, and a member of the summer session faculty at San Francisco State Teachers College, entertained seventy-five rural teachers in attendance at the summer session at tea in the faculty club rooms.

A rural club was organized which will have weekly meetings during the summer session. The objectives of the organization are largely social and mildly professional. A committee was appointed to organize the social program for the summer. The committee is headed by Miss Mary O'Farrell of the Lewis School, Sonoma County. Other members of the committee are

Mrs. J. H. Dunn of Oregon; Mrs. Purington of Alta Vista School, Placer County; Mrs. Stineman of Sheridan School, Placer County; Miss Emily Rothlin, rural supervisor of Lassen County, and Miss Cecilia Anderson, training school supervisor of San Francisco State Teachers College.

The rural club is "all set" to see what the great city has to offer the "brown mice" from the country.

Mrs. Estella B. Culp, for the past two years rural supervisor of the mountain schools of Fresno County, has resigned and will succeed Miss Winnie Mae Mackey as rural supervisor of Tuolumne County. Miss Mackey has been elected principal of the Stanford Elementary School, Sacramento.

IMPORTANT POLICY ANNOUNCEMENT

American Seating Company invites attention of all members of its own organization, of others associated with the school seating industry, and of school purchasing departments and other officials, to the definite steps in the development of its policy.

1. Quality of products. Years ago it was definitely decided to make the constant improvement of the quality of our products our first objective, depending on economical production to keep price within reasonable limits, and believing that the ultimate decision of the American public would be that school seating is too vital a matter to national welfare for anything less than the best that can be produced to be permanently satisfactory. This policy has been rigidly adhered to regardless of temporary handicaps in securing business and has been fully justified by the public response. In this quality ideal are included matters of construction, attractive appearance, durability, and sanitary character.

2. Scientific designing. Although current opinions of hygienic design and educational adaptability were followed, it became evident that these were without scientific foundation and were often contradictory. A few years ago we assumed the responsibility for the development of a systematic science of seating as related to posture and other hygienic problems and to educational requirements. Competent talent was secured to develop such principles on the basis of adequate research, without bias and with full publicity. This company's products were redesigned throughout to conform to the new standards, and the policy adopted of basing future developments strictly on scientifically determined requirements of the pupils and schools for which the products are intended.

3. Distribution. Recognizing that a stable national market can be developed for a quality product only through a high-grade distributing organization which will conscientiously carry out the company's policies of selling and servicing its products, the progressive development of such an organization has been an integral part of our policy. Considering the varied types of representatives and distributing agencies through which we must reach the buying public, and the widely varying conditions under which they must operate, the complete stabilizing of our marketing procedure according to the most modern ideals of national service and distribution, has been a slow and difficult task but has now advanced to the point where we are prepared to announce the following important policy.

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NEWS AND COMMENTS

By HARR WAGNER

THE AUGUST ISSUE OF THE WESTERN JOURNAL OF EDUCATION will contain special program material for the celebration of Admission Day in California. Material for the celebration of Columbus Day, Armistice Day, Thanksgiving Day, Christmas, and other important school holidays will be furnished in the pages of the JOURNAL from time to time.

THE PROPONENTS of a bureau of education and a representative in the President's Cabinet have been very greatly disappointed by Doctor Wilbur's frank and definite statements of his opposition. This means that the N. E. A.'s favorite measure in national legislation will not have favorable consideration while Hoover is President and Wilbur is Secretary of the Interior.

In the days of our underdone and untrammeled youth we wrote long editorials for a national system of education, including national financial aid, national system of certificate, national course of study, a national series of textbooks, and a national retirement salary law. The psalmist of old said that in youth we have knowledge, but in age, wisdom and understanding. This of course does not always apply. We cannot, however, close our eyes to some of the evils of the bureau system of education, or to the bureau system in any department of government. It closes the door to creative leadership and makes the director a slave to system.

We do not know what splendid educational results the future may bring, but we do know that the present generation in its marvelous achievements stepped through the open door of opportunity to enjoy the present high standards of living. An educational leader in the cabinet and national laws governing state and local education may be a step higher on the ever-ascending spiral of progress; and yet Wilbur may be right, and greater educational progress may be developed with state leadership, state control, and state financing.

We take for granted that all will agree with us that, if adopted, the proposed law would only be the national wedge. The real nationalizing of our schools would naturally follow.

THERE ARE SOME PEOPLE greatly alarmed over the judgment of the District Court of Appeals in the case of Mrs. Ruth Dutart vs. the Stockton Board of Education.

Mrs. Dutart taught seven years in the Stockton schools. She married in 1928. The board asked for her resignation. She refused. The board then took her from her position and placed her as teacher in a tubercular institution, remote from the district where she earned her status as a permanent teacher. The judge said the punishment was too severe for getting married.

The board has no arbitrary authority to assign a teacher to a school where the sanitary conditions would endanger her health or life, nor to a school wherein the pupils are afflicted with a contagious disease, nor to the idle and useless task of continuously sitting around in a waiting-room.

A decision of this kind would render boards of education helpless in the management of the schools. The only way out is to have reasonable rules and regulations and to have contracts with teachers that are binding, both ethically and legally, and then in a majority of cases, trouble will be avoided. For instance, a board of education should not assign a teacher born in Alabama to teach in a negro school. She may be an excellent teacher, but she has a natural prejudice which should be respected. There are teachers, however, who do not have prejudices and who have in themselves the spirit of self-sacrifice, who will teach a negro class, a tubercular class, a subnormal class, etc., and be happy.

A board of education should not be a rubber stamp, but should use great tact and judgment in all decisions.

THERE ARE a number of instructors and lecturers at the University of California summer session who have called special attention to the value of textbook exhibits. If your knowledge is classified and epitomized by a textbook, then comes wisdom and understanding. The textbook publishers, at a considerable financial loss, maintain their exhibits for the benefit of teachers who do not have the opportunity, as a rule, to see, touch, and handle the new and valuable textbooks.

WILLIAM JOHN COOPER, commissioner, U. S. Bureau of Education, visited San Francisco recently on his way to Alaska. Mr. Cooper with his family motored via Sacramento to British Columbia. The Alaska schools are under his direct supervision. Mr. Cooper reports that educational progress in the South, especially in North Carolina, has been very rapid the past few years, and that California will have to make some radical changes in order to hold its high rank educationally.

SUPERINTENDENT WILLARD E. GIVENS OF OAKLAND has returned from the N. E. A. at Atlanta. He reports to the newspapers that he was very greatly impressed with the rapid progress of the South in educational and industrial progress.

THE NATIONAL EDUCATION ASSOCIATION which met at Atlanta, Ga., July 1 to 5, was a notable event. Roy Cloud, executive secretary of the C. T. A., led a large delegation from California. William John Cooper, commissioner of education, U. S. Bureau of Education, was one of the principal speakers. E. Ruth Pyrtle of Lincoln, Neb., was elected president. Miss Pyrtle is not only a teacher, but manages a large corn ranch acquired in 1904 under the homestead laws. She is modern both in dress and outlook. She declares that her expenses to Atlanta and her proposed trip abroad to Geneva are provided for out of the profits from her corn crop. Miss Jones of Los Angeles was selected as vice president by next to the largest vote. There were 150 Californians at the California breakfast.

THE GOVERNOR did not sign the bill providing for state publication of supplementary textbooks. There were a large number of county librarians, teachers, taxpayers, and parents who were opposed to the state publication of supplementary books. The variety and excellence of supplemental books would undoubtedly be curtailed by state printing and the cost to the taxpayers would be increased in one way or another.

THE ELEMENTARY SCHOOLS of San Mateo County are to have a new course of study. Educational experts who have reviewed the curriculum pronounce it to be representative of the best accepted thought in modern procedure. The County Board of Education has devoted a year to the huge task and has had the advice of specialists. The new course of study is an activity program and provides for individual differences and the varying levels of ability of the children in the elementary grades. The curriculum will be printed in subject pamphlets, and will include the social science studies, reading, arithmetic, training for healthful living, thrift, morals and manners, and humane education.

During the past year the rural teachers of the county, under the guidance of Eleanor Freeman, rural supervisor, have been organized into study groups so as to be prepared to enter into the spirit of the new thought. In the cities the district superintendents have through their local teacher meetings carried on similar studies.

Pansy Jewett Abbott, County Superintendent, has organized a testing program and has appointed Harold Weaver of the University of California as a research worker. Miss Abbott plans to have every child in the county tested, results tabulated, and remedial work provided so as to carry out the objectives of the new course of study.

EDUCATING FOR UNDERSTANDING

It is becoming apparent that success in the complex activities of modern business requires not merely automatic skills but also understanding—acquaintance with the processes of business and a grasp of the interrelations among its parts. Accordingly there has arisen a recognition of the need for components of the curriculum that will give such understanding. Some of the courses introduced for this purpose are business organization, management, and the social studies, which have come to include community organization, the things ordinarily understood by "sociology," and even history. As an aid in setting moral ideals which a worker in business should maintain, instruction in business ethics has sometimes been introduced. Finally, a few schools have undertaken to give instruction in business deportment (manners). But understanding will not come merely by multiplying subject-matter courses. It demands a particular emphasis in the courses offered. Bookkeeping, for example, should not be taught merely as a narrow round of making entries and striking balances. It should be presented rather as a mechanism through which to derive an entire philosophy of business.—*From "Commercial Education in Secondary Schools," by Harry D. Kitson.*

The Veterans

Every year they're marching slower, every year they're stooping lower,
Every year the lilting music stirs the hearts of older men,
Every year the flags above them seem to bend and bless and love them,
As if craving for the future when they'll never march again.

Every year that day draws nearer, every year this truth is clearer,
That the men who saved the nation from the severing Southern sword,
Soon must pass away forever from the scene of their endeavor;
Soon must answer to the roll call of the Angel of the Lord.

Every year that dwindling number, loyal still to those that slumber,
Forth they march to where already many have found peace at last;
And they place the fairest blossoms o'er the silent moldering blossoms,
Of the valiant friends and comrades of the battles of the past.

Every year grow dimmer, duller, tattered flag and faded color,
Every year the hands that bear them find a harder task to do;
And the eyes that only brighten when the blaze of battle lighten,
Like the tattered flags they follow are grown dim and faded too.

Every year we see them passing, every year we watch them passing,
Scarcely pausing in our hurry after they are off again;
But the tattered flags above them seem to bend and bless and love them,
And through all the lifting music sounds an undertone of pain.

—*Anonymous.*

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COMPTON UNION HIGH SCHOOL AND JUNIOR COLLEGE

THE RAPID GROWTH of the Compton Union High School and that of the Compton Junior College, now in its second year, has been one of the major developments of education in Los Angeles County. The situation has been an intricate one, for Compton lies within the Los Angeles metropolitan area, and its union high school and junior college districts include all that territory between Los Angeles and Long Beach with an estimated population of over fifty thousand persons.

Oliver Scott Thompson, District Superintendent of the Compton High School and Junior College, has been in charge at Compton for the last thirteen years and much credit is given to him for Compton's present higher educational advantages made possible by the carrying out of his ideas by courageous and farseeing boards of trustees.

Fortune has been with the school executives, because of the late development of the RosenKranz and Dominguez oil fields within the Compton Union High School and Junior College districts. If it had not been for the taxable riches of these fields, Compton would have been unable to bear the burden.

When Mr. Thompson entered upon his Compton work, the high school numbered around two hundred students and its plant consisted of one building. The school catered to the pupils of Compton City and little else, as the contiguous territory at that time was uninhabited. At the present moment nineteen hundred pupils are enrolled at the Compton High School and Junior College, fourteen hundred of whom are high school pupils drawn from the Willowbrook, Clearwater, Enterprise, Lynwood, and Compton grammar school districts, the other five hundred being in attendance in the junior college.

The Compton High School is now rated as a $1,250,000 plant. The school has been built on the unit basis. Ten buildings and two athletic fields enhance a campus of twenty acres. Among the buildings are those devoted to administration, home economics, commerce, science, junior college, shop, and music. An outdoor theater is an added attraction.

The physical education department has two gymnasiums, one for the boys and one for the girls. The boys' gymnasium has an immense playing floor and a gallery with unobstructed view for eighteen hundred spectators.

At a cost of $15,000 a new music building has just been completed. It is in the shape of a quadrangle with orchestra rooms at one end and a string of ten individual practice rooms facing a paved patio. Built with deadened walls, this building has been constructed solely for music. This is the first high school building in California, so far as we know, that has made arrangements for individual practice rooms.

The cafeteria, with a huge kitchen and three serving tables, is most attractively decorated in cheerful colors. Seven hundred can be served at one time.

The Compton Union High School District runs ten school busses. This is the largest number run in any metropolitan district in California.

With a district valuation of around $35,000,000, the yearly budget of the Compton High School is in the neighborhood of $350,000. The faculty numbers eighty-six teachers.

The development of the Compton Junior College is in its second year, yet its enrollment is close to five hundred students. The reason for its tremendous growth is that students from Los Angeles and other nearby districts, without the necessary grades for college entrance, are entering here first.

There is a plan on foot now to call a bond election to secure money for the purchase of acreage adjacent to the high school plant and for the erection of a separate junior college unit. This may be accomplished in the next few months.

Our Flag

(Three children, each holding a flag, stand in a row in front of the class. The three children in turn recite the first three stanzas, each one holding his flag out as he speaks. All recite last stanza in chorus with flags uplifted. Salute the flag.)

FIRT CHILD—

Flag of the brave,
Flag of the free,
Flag of our country,
For you and for me.

SECOND CHILD—

Bright field of blue,
Stripes of bright hue,
Red for our heroes,
Clean, strong and true!

THIRD CHILD—

Wave o'er our land,
Sweet peace command,
God bless our country
For right it shall stand.

ALL—

Flag of the brave,
Flag of the free,
Flag of our country
For you and for me. — *R. T. P.*

The teacher may explain the significance of the colors of our flag. The Red stands for Courage; White stands for Truth; Blue stands for Justice.

THE QUIETEST SCHOOLROOM IN SAN FRANCISCO

By Frederic M. Duckles

A quiet schoolroom, teaching in silence, noiseless recitations, a class without a whisper—this teachers' paradise is a reality every week in a group at San Francisco's Evening High School of Commerce.

Not a sound is heard, yet there is great activity; not an audible word is spoken, yet those who attend can speak; twenty-five to thirty people, three evenings a week, spend two hours of varied and interesting study in a stillness that would be a Happy Teaching Ground to the average nerve-wrought tutor.

"They are as quiet in there as the hinge of a Scotchman's purse" was a remark in the hallway that drew my attention to Room 116.

I entered. The silence was almost oppressive.

"What is this class?" I asked of the pleasant-faced lady in charge.

In the group were men and women, the old and the young, the tall and the short, the fat and the lean. Gray hairs mingled with bobbed curls. Special chairs had been brought in for the fat folks who couldn't squeeze in at the desks. In spite of the wide difference of age and size, the spirit of congeniality pervaded.

Miss Coralie Kenfield, the bright, encouraging teacher, answered my question with "This is the lip-reading class for the hard-of-hearing; they study the formation of words on the mouth."

To the uninitiated here was a mystery. For an hour I watched, trying to catch on.

By the time the period was over, I was brimful of questions. "Please tell me how you commence with a beginner, Miss Kenfield."

"The beginners learn first to distinguish the formation of vowels and how they appear on the lips, then vowels and consonants in syllables, and then gradually to master whole words and sentences. Deaf people must be taught to discern the very slightest change in speech movements; for in lip-reading," said Miss Kenfield with a smile, " 'every little movement has a meaning all its own.' Notice the slight change on my lips," she said, "between long a and long e. You see the corners of the mouth for a long e have a slightly more backward movement then for a long a."

"And these pupils have to learn to observe such minute changes as that?" I asked. "How do they remember them all?"

"It's not necessary to remember each movement. Our aim is to teach the deaf to see movements in words and sentences. They must acquire an infallible accuracy in reading the easier movements and let the mind help in grasping the harder ones. With practice in keen observation they unconsciously acquire a skill that becomes second nature in grasping the meaning of whole sentences. Very often they do not grasp every word, but they do get the thought."

"But there must be many words that look just alike on the lips," I remarked.

"Yes, there are over three thousand such words; we call them homophonous words, and they must be recognized by the content of the sentence. For instance, the words 'ash' and 'hash' are homophonous words. The H is but a breath, so they appear the same on the lips. If you told a deaf person to put the ashes in the ashcan, he would be quite certain, from the content of the sentence, that you meant ash instead of hash unless he was familiar with boarding-house hash."

Miss Kenfield's sense of humor is one of the delightful features of her class period. I commented on the happy spirit of the group.

"Yes," she said, "speech-readers are forced to be efficiency experts. They say it takes sixty-five muscles to make a frown and thirteen to make a smile, so a smile is easier to read. Naturally, a hard-of-hearing person feels depressed. He is deprived of many of the enjoyments known to his hearing friends. This tends to induce melancholy. Here we get as much fun from our study as possible. And nowhere is a humorous story or the mistakes of the deaf more thoroughly enjoyed. One object of this class is to make two smiles grow where none grew before."

The interview was growing more interesting. "Why do you have the pupils come to the front and repeat the sentences they have read on your lips?" I asked.

"There are two purposes in doing that: first, by repetition to be sure the pupil has read my lips correctly; and second, to give the class an opportunity to watch each other's lips. There are even a greater variety of readable faces than there are hand-writings. All lip-readers wish the good Lord had created more people with legible countenances. There are some people whose talk is hopelessly blind. Their lips are immobile and their articulation behind shut teeth."

"What are the hardest movements to read?" was my next question.

"The palatal consonants K, hard G and hard C, which are formed by the back of the tongue being shut against the soft palate. These sounds are not easily revealed to the eye," explained Miss Kenfield. "The lip-reader sees them in the movement of the cheek and jaw. T, D, N, and Y are also very hard to see. The average time required to pronounce a sound is about one-thirteenth of a second. Some are slower, but the unaccented syllables are quicker. It is the obscurity and rapidity of many movements together with the variety of mouths that makes the mastery of lip-reading very difficult."

I realized that I was talking with a teacher who was an expert in her subject. "I don't see how they do it," was my next observation; "deaf people always seem to me stupid and dull."

"Indeed they are not," was the emphatic reply. "On the contrary, they are above the average in intelligence and keenness of mind. Fewer things distract them and their ability to concentrate is far ahead of that of the average student. Alexander Graham Bell, Beethoven, and Rauschenbusch were deaf; Mrs. Dorothy Canfield Fisher, Thomas Edison, and Ernest E. Calkins are deaf. The contributions of these people to the world undoubtedly were enhanced because their blessing of deafness increased their ability to concentrate in their studies."

Miss Kenfield's earnestness thrilled me. "Deafness a blessing? Why I never thought of it as such!"

"Yes," she continued, "nobody can make a waste basket of a deaf person's mind. The hard-of-hearing miss a lot of the gossip that is peddled about and dumped into all-too-willing ears. It is a blessing, too, sometimes, just not to be obliged to listen to these over-talkative people, who are so full of chatter one would think they had been vaccinated with a phonograph needle.

"Again, there is a freedom from all those dreadful nerve-racking sounds of city life. What a blessing it is not to have one's rest disturbed by the noisy life of this modern age. But I think the greatest blessing," said Miss Kenfield thoughtfully, "is the undisturbed time of quiet meditation. A deaf person should be better able to hear the Divine voice within; should have more undistracted hours in communion with the Infinite."

"Miss Kenfield, you almost make me want to be deaf."

"We certainly would be delighted to have you join us in this group," was her reply.

"We? Us? Why Miss Kenfield, are you deaf?"

"Yes, I am totally deaf and haven't heard a word you have been saying. I have been reading your lips."

"You have? How wonderful!" I exclaimed. I might have been absolved for "registering" doubt and skepticism at this point, but Miss Kenfield's ability was so unmistakably evident I was convinced that here is a teacher who is a stimulus and a never-failing inspiration to her students.

SUGGESTIONS FOR OFFICE CONTROL

By GEORGE I. LINN

THE FOLLOWING SUGGESTIONS for office control have been used by the secretary to the principal and student secretaries for several years in the Manteca Union High School, and they have proved helpful in solving many problems.

The secretary to the principal has considerable authority and should have control of all situations in the general office. She is also considered to be head stenographer, head bookkeeper, and a private secretary. In order to carry out these responsibilities efficiently, the following suggestions are made:

1. Loud conversations should be avoided.

2. Visiting in the office among students and members of the office force should be minimized.

3. The telephone should be answered promptly and courteously. Telephone requests should never be neglected.

(a) Calls to the principal:

1. If the principal is in, notify him of the call immediately, regardless of who is with him in the private office.
2. If the principal is out, secure whatever information is possible from the person calling, particularly name and telephone number, and notify the principal of the call as soon as he returns.

(b) Calls for faculty members and students:

1. If before school, at noon, or after school, the person called should be located at once if possible, otherwise take name and number and post call on bulletin board.
2. If during class time, simply state that person called is in class and will be free to reply at the end of the period (give time). Take name and number and post call on bulletin board.

(c) Outgoing calls:

1. Students especially calling their home or parties on the telephone should be watched. At first they should be taught to realize that the telephone is for business purposes, and it is to be used for conversational purposes only when absolutely necessary, and that these calls are to be as short as possible. Careful attention as to how the telephone is used will make it easy in a short time to advise students who indiscriminately and improperly use the telephone.

(d) Long-distance calls:

1. There are two types of long-distance calls, namely: those that are in the name of the school for strictly school purposes, and those made in the name of the student body for activities purposes. Control of these two purposes should be carried out as follows:
   a. No one is to make a long-distance call which is charged to the School Board except by special permission of the principal.
   b. No person is to be allowed to make a long-distance call for activities purposes except by permission of the principal or of the secretary to the principal. When such a call is authorized, state to the operator that it is to be charged to the student body.

5. The private office of the principal should be kept strictly private.

(a) Persons wishing to see the principal should first be asked to give their name and business, and then be admitted by invitation of the principal. (This should be done politely.)

(b) When the principal is not in, obtain any information the person calling is willing to give and ask if you can help him.

1. If a salesman, give him only what information is general, and make sure that no confidential information is given.
2. If a member of the faculty or board member, state that you will locate the principal immediately.
3. If a parent or a student, tell them the time of the day you expect the principal in, unless urgent. Ask them to be seated until principal arrives.

6. It is important that the students assisting be interested in the work they are doing, and that they maintain a sincere attitude and have the welfare of the school at heart. Any deviation in the above conduct from this ideal should be given attention, and, if necessary, reported to the principal.

7. All persons in the office, regardless of experience, should display industry, a pleasing manner, and a businesslike atmosphere.

8. The office standards of efficiency, courtesy, industry, etc., should be kept above reproach.

TO FAIL OR NOT TO FAIL

WHEN THE TEACHER begins to consider the child instead of thinking so much about method, curriculum, and devices she will begin to understand him better and will be able to do more for him. This does not mean that she will ignore method and curriculum; it means that her thinking about them will be in terms of the child. She will not mark him as failing for disciplinary reasons, or merely because he failed to reach certain high standards she has set in the course. She will ask such questions as "Could he hope to succeed in further work in this subject?" and "Does he expect to continue further with this subject?" The more complete her knowledge of the pupil the more wisely will she decide the difficult question of whether to fail or not to fail a particular student.—*From "Administration of Pupil Personnel," by Arch O. Heck.*

THE TOTAL EXPENDITURES for public education in the United States in the last eighteen years has increased 230 per cent, and the rapidly increasing wealth of the country offers proof that education is a highly profitable public investment, Doctor George D. Strayer of Columbia University declared in delivering the principal address at the closing session of the University of North Carolina's first annual southern conference on education.

"As a result of the continued and rapid increase in the wealth of the people and the resultant shortening of working hours, one of the serious problems of public education today is the provision of that type of education that will enable men and women to use their leisure time to best advantage.

"All too frequently leisure is but a desire for amusement. Sometimes the net result of time off is a worker less able to perform his routine duties on account of the use made of his leisure time. The higher forms of recreation must be made available for all workers."

SACRAMENTO PUBLIC SCHOOL INSTRUCTORS may plan their summer vacations with the assurance that their salaries will be paid on the twelve-month plan. The City Board of Education unanimously approved the continuation of this method at the fortnightly meeting held recently.

The action follows a discussion of several weeks, during which the board considered paying salaries on a ten-month scale. This was to be done in order to prevent the loss of salaries caused by teachers who left the department during the summer after collecting their salaries for one or two months.

The continuance of the twelve-month payment plan was approved, however, only when members of the Sacramento Teachers Association agreed to assume all responsibility for such loss by a trust fund of $600, to be placed with the auditor of the School Department and to be drawn on for whatever loss may be incurred. C. C. Hughes is City Superintendent of Schools in Sacramento.

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STATE BOARD OF EDUCATION

The State Board of Education met in regular quarterly session at the State Teachers College in Santa Barbara, California, June 21, in response to an invitation extended by President C. L. Phelps. All the members were present except Mrs. Bradford and Mr. Gray. President McLane was in the chair.

The time and place for holding the next quarterly meeting was set for September 27 and 28, 1929, at Hotel Huntington, Pasadena, the members of the board to attend the convention of city and county superintendents at the same place the following week.

Mr. J. C. Beswick was authorized to postpone calling the printing conference in San Francisco from June 28 and 29 to a date to be determined later by Mr. Beswick.

The list of high school textbooks prepared by the Bureau of High School Textbook Listing was approved by the board.

In accordance with the provisions of the new high school textbook law, effective August 14, 1929, the board fixed a uniform fee of $3.00 for filing high school textbooks for listing.

The board authorized the president and secretary to enter into a contract with the Macmillan Company for the use of the plates for the second revised edition of Beard and Bagley's "History of the American People."

The secretary was authorized to prepare specifications and advertise for bids for readers for the fourth and fifth grades.

The appointments of the Superintendent of Public Instruction to membership on the Curriculum Commission of Ellen R. Breen, elementary principal, San Diego, and Willa M. Marsh, Junior High School, Fresno, for terms of four years, succeeding themselves, were formally approved by the board.

The appointments of all the presidents of the state teachers' colleges and the principals of the special schools were formally confirmed as were the faculty lists of these institutions submitted by the Director of Education on the recommendation of the respective presidents and principals.

An organization chart of the State Department of Education prepared by the Director of Education was approved by the board. It is planned to prepare a directory which will not only list the names of those in the State Department but will classify their positions and catalogue the activities which the department is prepared to perform. This directory will be available for distribution and will certainly extend acquaintance with the State Department beyond the present circle of friends.

A report on educational bills signed by the Governor was presented by the secretary. The board was particularly pleased to express itself favorably concerning the attitude which Governor Young had taken in all matters having to do with school legislation. It was particularly pleasing to note the general approval accorded all school legislation recently authorized by the legislature and having the signature of the Governor. The board voted to extend to Governor Young its compliments and words of appreciation.

In accordance with A.B. 1053, accepting the benefits of the George-Reed Act, the amendments to the present California plan of vocational education were approved.

Reports on conferences authorized by the board, namely, art, music, drama, teacher training, and registrars, were presented to the board and accepted.

Petitions from state teachers' colleges and

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other teacher training institutions were granted as follows:

Fresno State Teachers College—The pre-secondary curriculum leading to the A. B. degree with majors in the fields of art, music, home-making, and physical education.

San Francisco State Teachers College—The pre-secondary curriculum leading to the A. B. degree with majors in the fields of biological science, physical science, English and social science.

San Jose State Teachers College—The pre-secondary curriculum leading to the A. B. degree with a major in the field of home-making.

San Jose State Teachers College was also authorized to give the A. B. degree of the pre-secondary type in the field of speech arts.

Pomona College was authorized to train and recommend for the administration and supervision credentials.

A recommendation was adopted by the board that a joint committee of representatives of the presidents of the teachers' colleges, the State Department of Education, and the State Board of Education be authorized to study the whole question of advanced certification, and courses preparing therefor in the state teachers' colleges in California, and that a definite recommendation be brought to the State Board of Education.

It was also agreed that candidates who attend the 1929 summer session, post sessions, and the fall semester, 1929, of the state teachers' colleges for the purpose of completing work for administration and supervision credentials, be permitted to file applications with the State Board of Education, it being understood that they are to be recommended in an unqualified manner on the basis of successful teaching experience.

Mr. Andrew P. Hill, Chief of the Division of Schoolhouse Planning, reported to the board as follows: The contract for the training school at San Jose Teachers College has been let. The plans for the Humboldt Teachers College gymnasium are ready for bids. The San Diego library and administration building plans are finished, and the San Diego State Teachers College science building and little theater layouts have been accepted. The dormitory addition for boys at the School for the Blind has been let out for bids. The dormitory for the California Polytechnic School at San Luis Obispo is now ready for bids.

The board authorized Superintendent Kersey to interview the outstanding candidates for the Thomas A. Edison scholarship, with power to act. A special committee of the board members was named to revise the rules and regulations of the State Board of Education to be incorporated in the 1929 School Code.

Retirement salaries granted follow:

Five hundred dollars per annum—Catherine E. Akers, Caruthers; Otto Frank Barth, Linden; Elizabeth E. Bickford, So. Pasadena; Blanche Blanchard, San Jose; Maud K. Bristol, San Francisco; Mrs. Katherine Clark, Gustine; Mary Alice Cunnane, Ventura; Clara L. Duncan, San Francisco; Helene Egl, Sacramento; Efner A. Farrington, El Monte; Harriet B. Foye, Alameda; Lillian M. Gambitz, San Francisco; Natalie R. Gambitz, San Francisco; Laura A. Gleason, Pasadena; Georgia A. Gordon, Pacific Grove; L. Belle Gray, Dayton, Ohio; William M. Greenwell, Oakland; Mrs. Lillian L. Grove, Sacramento; Mrs. Minnie M. Hargraves, Redlands; Laura I. Hickman, San Jose; Jennie Malaley, Berkeley; Elizabeth Mayers, San Francisco; Carrie B. Miller, San Francisco; Georgiana M. Miller, Los Angeles; Jessie R. Mitchell, Pasadena; Annie M. Partridge, Pasadena; Lillian Ruh, Manhattan Beach; Mrs. Orra Russell, Aptos; Samuel W. Robertson, Santa Barbara; Matilde Shields, Los Angeles; Lillian B. Simonton, Santa Ana; Lillian M. Simpson, San Francisco; Susan E. Slusser, Tustin; Flora R. Smyth, Oakland; Lulu Sours, Palo Alto; Annie E. Stanfield, Red Bluff; Matilda M. Stephens, San Francisco; Willison L. Stuckey, Huntington Park.

Hilda Abraham, Oakland, $400.00; Daisy E. Allen, Santa Rosa, $350.00; Frances S. Cooper, Oakland, $416.64; N. Lura Dorrance, Bishop, $283.32; Mrs. Daisy B. Griffith, Tujunga, $416.64; Annie M. Hare, Marysville, $466.64; Esther C. Lawrence, San Francisco, $300.00; Elizabeth E. Lukens, Riverside, $433.32; James B. Newell, McFarland, $433.32; Frank O'Connor, Trinidad, $400.00; Kate F. Ready, Watsonville, $283.32; May L. Sellander, Piedmont, $450.00; Lydia A. Sierek, Hopland, $466.64; Mrs. Kate A. Thomas, Pasadena, $333.32; Mrs. Mary E. Tryon, Santa Barbara, $350.00; Louise K. Willits, Sacramento, $450.00.

Respectfully submitted,

VIERLING KERSEY, *Secretary.*

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WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—Editor.]

The summer schools at the state teachers' colleges, universities, art schools, and Miss Swope's summer school for primary teachers, are all well attended.

Superintendent Merrill of Shasta County held a trustees' institute on May 13. Vierling Kersey, Helen Heffernan, and Miss Mary Field were the principal speakers.

C. S. Morris, dean of the Modesto Junior College, has been reëlected.

Mr. G. J. Reeves of Price, Utah has been elected principal of the Crescent City High School. He is a member of the Rotary and Kiwanis clubs and has a splendid record as an educator.

Clarence Chamberlain of La Habra has accepted the position of Superintendent of the Elsinore Schools, Riverside County.

San Diego city teachers have adopted a rather unique benefit fund. Assistant Superintendent Edwin B. Tilton announces that each teacher will be asked to contribute two dollars during the first month of the school year. The sum will be available for death claims.

H. L. Reese, formerly of Tracy, has been chosen as the principal of the grammar school at Biggs.

Prof. E. M. Knight, who has taught in Mayfield for the past seven years, has resigned and will accept a position with a large San Francisco music house. Mr. Knight, while principal of the Mayfield Grammar School, organized a school band and orchestra, teaching many children to play who would not otherwise have a chance to study music.

William Inch, who served as principal of the Lodi High School for nineteen years, resigned recently. V. A. Rohrer of Fowler has been elected to the position. Mr. Rohrer is a graduate of the Ohio Wesleyan University and has been teaching for twenty years. Mr. Inch will spend some time traveling in Europe.

At a recent meeting, high school principals of Sonoma County laid plans for the high school division of the Sonoma County teachers' institute to be held in Sonoma late this fall. The meeting was called by O. F. Staton, County Superintendent of Schools. As the coming institute will be the first all-Sonoma County affair in several years, the teachers are anxious to make it one of the best ever held. Jerome O. Cross, Santa Rosa School Superintendent, was among the guests, which included principals from all high schools of the county. They were Gardner Spring, Santa Rosa; David Durst, Analy; Edwin Kent, Healdsburg; Bruce Painter, Petaluma; L. H. Golton, Sonoma; Frederick I. Selzer, Cloverdale; and O. H. Richardson, Geyserville.

Miss Morris Wagner is conducting an exhibit of school textbooks for the Harr Wagner Publishing Company at Miss Swope's summer school at Santa Cruz, and at Stanford University. Mr. W. M. Culp is at the University of California; Miss Maisie Skelton at Mount Shasta; Mr. Charles Edgecomb at Huntington Lake; Miss Winifred Culp at the University of Southern California; Mrs. Merigold at the University of California at Los Angeles; and Miss Henrietta Crawford at the San Francisco State Teachers College. Mr. Culp will also be at the exhibits at the San Diego and Santa Barbara state teachers' colleges. Subscriptions to the Western Journal of Education will be taken, and sample copies of the magazine, and books of various companies may be examined at these places.

ABOUT BOOKS

The Chumash Indians, by Gale Ewell: A story of adventure for young people is just off the press. The illustrations are by Channing Peake and Campbell Grant. The book has over two hundred pages and twelve full-page illustrations, with an attractive cover design. Gale Ewell spent considerable time in and about Santa Barbara. She had first-hand knowledge of the great earthquake, studied the Indian caves, and held conferences with Professor D. B. Rogers of the Santa Barbara Museum of Natural History, a great authority on the early Indian tribes. All the descriptions of scenery, caves, etc., are not merely word pictures, but informational as well. It is the kind of a book that should interest young people who are really looking for books worth while. For sale at all book stores and Baker & Taylor Co., New York City. (Harr Wagner Publishing Company, publishers. Price $1.80.)

Ginn & Co. have just published Volume III of "Science and the Way to Health," by Andress and Brown. It is a book of nearly four hundred pages. Price $1. It is attractively bound and illustrated. The first line of the preface should interest you enough to want to examine the book. "This volume introduces the pupil to the spirit of science in relation to healthful living."

The Alpha Individual Number Primer, Little Numbers for Little Folks, published by Ginn & Co., is a new departure. Beautiful, colored illustrations, teaching numbers by pictures. The series consists of Primer, Part I and Part II. Each book is a textbook and work book. We venture to say that thousands of these wonderful books will be sold and will be of service to the children.

The Ronald Press, 15 East Twenty-sixth Street, New York City, has just published "Principles of Adolescent Education," by Ralph Doenfield Owen, professor of education, Temple University. Size of page, 6 by 9 inches. 433 pages. Price $2. It is a textbook for students in colleges and teacher-training schools. It aims to give a sound philosophy of secondary education. It is based on psychological and sociological facts pertaining to the education of adolescents. The book is very attractive and is worthy the examination of all teachers interested in the subject.

F. D. Jones of Alhambra, who has made a worth-while contribution in his various arithmetic publications, is present in person with an exhibit at the Teachers College, summer session, San Francisco. The "Jones Self-Correcting Problems," the "Pupils' Phonic Word Builder," drill cards, etc., have received many favorable comments. Mr. Jones will be glad to send you samples and literature about his books on teacher and pupil help. Address F. D. Jones, Alhambra, Cal.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Inscriptions on Two State Buildings

AS THE ORIGIN of the inscriptions on the pediments of the state library building and the office building on the capitol extension grounds has been a matter of general interest, the State Library has requested permission of the proper authorities to reprint the poems containing them, in THE WESTERN JOURNAL OF EDUCATION.

The inscription on the state library building "Into the highlands of the mind—let me go" is taken from a poem of three stanzas entitled "Shakespeare," by Sir William Watson of Hawkshead, Ambleside, Westmoreland, England, and is found in his collection called "A Hundred Poems." Up to the present time no reply has been received from Sir William Watson giving his permission to reprint the poem. It will be printed at a later date if permission is received. Dodd, Mead & Co., Inc., are the publishers of "A Hundred Poems."

Over the office building is the challenging inscription "Bring Me Men to Match My Mountains." This line is taken from "The Coming American," by Sam Walter Foss, which is included in the collection of his poems "Whiffs in Wild Meadows" published by Lothrop, Lee and Shepard Company, Boston. W. F. Gregory, manager of the company, gave permission for the use of the poem in THE WESTERN JOURNAL OF EDUCATION.

"The Coming American" was read at Henry C. Bowen's annual Fourth of July celebration at Roseland Park, Woodstock, Connecticut, July 2, 1894. It contains sixteen stanzas from which the first five and last four are quoted:

On the Fourth of July we all love to dilate
With the thought that we are inexpressibly great;
That we're all legatees of fate's fairest bequest,
And that destiny's egg has been laid in our nest;
That we've climbed up the sides, up the roof, and sublime
We stand on the top of the ridgepole of time.
The horizon's too narrow to limit our stride,
And infinite space is too small for our pride;
Heaven's vault is too small our hosannas to ring,
And the zenith too low for our gestures to swing;
Our heads are too tall for the low-studded sky,
And we call for "more room!" on the Fourth of July.

'Tis a day you expect that the orthodox bard
His poetical bunting will flaunt by the yard;
'Tis a time you expect his tumultuous muse
To explode at the end of a skyrocket fuse.
Still I venture to tempt the bold heretic's curse,
And tremblingly give my unorthodox verse.

For aren't we too old to be pleased, like the boys,
With glory and gunpowder, thunder and noise?
Too old to sit down in unruffled sedateness,
And muse on our grand and ineffable greatness?
The loud days of our national boyhood are over,
The barefooted freedom of dew and of clover;
And let us throw off, with the boy's outworn jacket,
The old day of rollic and revel and racket.
Those days are now passed; they will not come again.
We are men. Let us grapple the problems of men.

And as men, may we not, on the Fourth of July,
Some specks in our history's amber descry?
As the politic small boy will creep, on the sly,
To the side of the table that's nearest the pie.
So we press around—and the crowding is great—
To the luscious pie-side of the table of fate.
But the small boy will learn, as the swift years go by,
There are viands transcendently better than pie.

Let us look at the sum of our work 'neath the sun.
Have we yet done as much as the old past has done?
We have built our large cities of marble and brick;
But our Shakespeares and Platos are not very thick.
We have urged them to speak with the best of good will;
But our Miltons are mute and inglorious still.
Our dawn has now passed, and the morning grows late;
But our absentee Angelos linger and wait.
Our hastening noonday encroaches on morn;
But our Darwins and Newtons have yet to be born.

But this is but prelude fate's orchestra plays
To the strains that shall come in the fullness of days;
For the age-lengthened rhythm beat out by the fates
In the building of cities, the founding of states,
In the earthquakes of war, in its thunder and groans,
In the battles of kings, and the crumbling of thrones,
Is but prelude that's written by destiny's pen
To herald an epoch of masterful men.

In that day we shall worship, by wisdom made whole,
Not greatness of bulk, but perfection of soul;
And the thought-millionaires with our full acclaim then
Will be wreathed and anointed the leaders of men.
And methinks our Great Fate, from the hills to the sea,
Has sent forth this call to the years yet to be:—

Bring me men to match my mountains,
Bring me men to match my plains,—
Men with empires in their purpose,
And new eras in their brains.
Bring me men to match my prairies,
Men to match my inland seas,
Men whose thought shall pave a highway
Up to ampler destinies;
Pioneers to clear Thought's marshlands,
And to cleanse old Error's fen;
Bring me men to match my mountains—
Bring me men!

Bring me men to match my forests,
Strong to fight the storm and blast,
Branching toward the skyey future,
Rooted in the fertile past.
Bring me men to match my valleys,
Tolerant of sun and snow,
Men within whose fruitful purpose
Time's consummate blooms shall grow.
Men to tame the tigerish instincts
Of the lair and cave and den,
Cleanse the dragon slime of Nature—
Bring me men!

Bring me men to match my rivers,
Continent cleavers, flowing free,
Drawn by the eternal madness
To be mingled with the sea;
Men of oceanic impulse,
Men whose moral currents sweep
Toward the wide-infolding ocean
Of an undiscovered deep;
Men who feel the strong pulsation
Of the Central Sea, and then
Time their currents to its earth throb—
Bring me men!

MISS EVALYN BOMAN, librarian of the Imperial County Free Library, was married May 8 to Michael J. Westerfield of Riverside. They will live at 202 New Magnolia Avenue in that city.

Californians in the Hawaiian Islands

THE HAWAII LIBRARY ASSOCIATION held its eighth annual meeting in Honolulu recently with fifty members and guests in attendance. Miss Margaret Newman, president of the association, presided. Miss Newman, who is now librarian of the Library of Hawaii, was formerly on the staff of the Kern County Free Library.

Mrs. Laura Sutherland, Library of Hawaii, was elected president of the association for the ensuing year. Mrs. Sutherland is known to many people in California as Miss Laura Robson. Prior to going to the Hawaiian Islands to assist in the organization of county libraries, she had served as county librarian in both Glenn and Trinity counties.

One of the speakers at the convention was Miss Marion Morse, librarian, Honolulu Academy of Arts, who told of the book collection at that institution. It is an art reference library emphasizing the Oriental. Miss Morse, who is a graduate of the former California State Library School, was librarian of the Siskiyou County Free Library before the lure of the Hawaiian Islands called her there.

Among the guests of the association were Mr. and Mrs. Futernick of San Francisco. Mr. Futernick gave an interesting talk on bookbinding and the preparation of books for the bindery. He closed his talk with a practical demonstration of book-mending.

Kern County an Exhibitor at Geneva

AN INTERNATIONAL CONFERENCE ON EDUCATION is to be held this month at Geneva. Miss Helen Martin, School of Library Science, Western Reserve University, is chairman of the A. L. A. Committee on Library Work with Children. The committee accepted the responsibility for the preparation of an exhibit depicting library service for children in the public and school libraries of the United States.

The Kern County Free Library was selected by the committee as typical for its progressive work with children. Mrs. Julia G. Babcock, county librarian, sent a large collection of excellent photographs for use in the exhibit.

The pictures which are exhibited at Geneva are to be mounted on posters and also in a large album. The book lists and other printed material will be displayed in a handsomely bound leather book. A selection of one hundred and fifty books of American origin and fifty books from other countries, used by American children, has been made and the list of these will be distributed during the exhibit. Anne Carroll Moore will write on the subject of library service to children and her essay will be printed in pamphlet form by the A. L. A.

Notes

MISS FLORENCE WHEATON, librarian of the San Benito County Free Library, was married the latter part of April to R. L. Townsend, orchardist of Hollister. They will make their home on the Townsend place, three miles southwest of the city. Mrs. Townsend will continue her work in the library.

MISS IDA M. REAGAN, librarian of Humboldt County Free Library for the past fourteen

years, was appointed librarian of Butte County Free Library on May 7, to succeed Miss Carmelita Duff. Miss Reagan took office on June 1.

On July 13 Miss Duff, accompanied by her sister, left Montreal on the S.S. *Doric* of the White Star Line for Europe, where they will remain for several months.

Miss Edna D. Davis, first assistant for several years in the Humboldt County Free Library, was appointed county librarian of Humboldt County to succeed Miss Ida M. Reagan. Miss Davis assumed her new duties on the first of June.

Miss Jewel Gardiner, a graduate of the class of 1929, School of Librarianship, University of California, has been appointed "professional librarian of curriculum work" by the Sacramento City Board of Education.

Sigurgeir Fridriksson, librarian of the public library at Reykjavik, Iceland, visited the State Library this spring to study the county free library system of California. He hopes to extend library service to the people outside of Reykjavik. He is the only trained librarian in that far-away land.

Calaveras County is one of the twelve California counties without a county library. One serious handicap in the way of establishing a county library there has been that the law provided an annual salary of only $500 for a county librarian. Mr. Charles Schwoerer, school superintendent of Calaveras County, is actively interested in the establishment of a library for his county, not only that the rural people may receive public library service, but also that the schools may have specialized library service from a county library. Through Mr. Schwoerer's initiative and persistent efforts a salary of $1800 for a county librarian was incorporated into the Calaveras County Government Act at the 1929 session of the legislature, thereby making it possible to employ a county librarian.

At the recent session of the legislature the salaries of county librarians were increased as follows: Contra Costa $2700 to $3000; Lassen $1800 to $2100; Marin $1500 to $2400; Modoc $1000 to $1800.

The American Library Association was numbered among the many exhibitors at the National Conference of Social Work held in the Exposition Auditorium at San Francisco, June 26 to July 3. The California State Library had charge of the exhibit.

The murals in the new state library building, by Frank Van Sloun and Maynard Dixon, San Francisco artists, were dedicated May 11. Dedicatory addresses were made by Governor C. C. Young; George W. Peltier, banker of Sacramento; Doctor Louise C. Heilbron, state president of the Native Daughters of the Golden West; and Edgar Walter, sculptor of San Francisco. Both Mr. Van Sloun and Mr. Dixon responded with brief talks. Milton J. Ferguson, state librarian, presided. Among the out-of-town visitors were Mrs. Maynard Dixon, Mrs. Edgar Walter, Mrs. Beatrice Judd Ryan, director of the Galerie Beaux Arts, San Francisco; Junius Cravens, art critic, San Francisco; and Ottorino Ronchi, editor of *La Voce del Popolo*, San Francisco.

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This list is of book publishers who are advertisers in the Sierra Educational News. Further details of their publications may be obtained by consulting their advertisements in that magazine.

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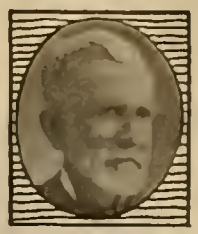

AUGUST 1929

A NEW PICTURE OF CALIFORNIA'S CAPITOL

CALIFORNIA

She was not born a babe to suckle strength;
A woman, gazing down her land's broad length,
Stepped from the pines out on the fall-brown grass.
The grizzly bear stood back to let her pass.
And Frémont's cannon thundered wide and far—
Old Glory's azure had another star!

—*Madge Morris.*

FEATURES IN THIS ISSUE

SUGGESTIONS FOR CALIFORNIA'S ADMISSION DAY, *Including Song by Leila France McDermott.*

CALIFORNIA PLAY, "THE PEARLS OF LORETA"—*Katherine Birch and Grace V. Wideman.*

JOTTINGS OF A TRAVELING BOOKMAN—*W. M. Culp.*

RURAL SUPERVISION—*Helen Heffernan.*

LIBRARY NEWS DEPARTMENT—*May Dexter Henshall.*

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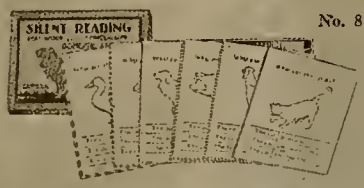

12 pictures of familiar animals and fowls for the child to name. Words printed below the picture can be cut out to use in building sentences. Price, $0.25.

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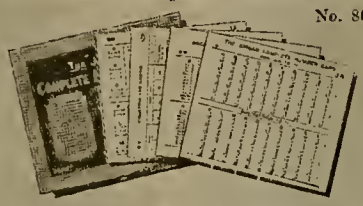

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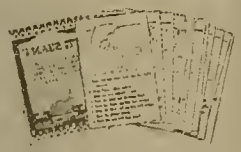

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Vol. XXXV, No. 8 San Francisco, August, 1929 Price, 15 Cents

SUGGESTIONS FOR ADMISSION DAY IN CALIFORNIA

Factual Material

The American flag was first raised at Monterey on July 7, 1846 by Commodore Sloat.

Frémont secured an armistice with Mexico at Rancho de Cahuenga near where Hollywood is now located, on January 13, 1847, and in 1848 California, with other territory, was ceded to the United States by Mexico.

The first constitutional convention opened in Colton Hall, Monterey, September 3, 1849, and adopted a constitution and a seal. Peter H. Burnett was chosen as the first Governor of California under the constitution.

The first legislature met at San Jose, where Peter H. Burnett took oath of office, December 15, 1850.

California was admitted into the Union and Millard Fillmore, President of the United States, signed the bill September 9, 1850, and this day has been celebrated for many years as Admission Day. Schools, native sons and daughters, banks, and many others observe it. It is a legal holiday.

Frémont and Gwin were elected the first United States Senators.

In 1851 the city of San Francisco was provided with a City Board of Education, and a City Superintendent. John C. Pelton opened the first public school on April 8, 1850.

The University of California was established at Berkeley in 1869. Leland Stanford Jr. University was established at Palo Alto in 1890.

The present constitution was adopted in 1879. A great many progressive changes were made from 1911 to 1917 during the administration of Hiram Johnson. The present Governor, C. C. Young, was elected in 1927.

The population in California in 1850 was 92,597; in 1900, 485,053; in 1920, 3,426,861; in 1929 it is estimated at over five million.

Noted Landmarks

Sutter's Fort—After several years' work money for the purchase of two blocks in Sacramento, where Sutter's Fort stood, was raised by the Native Sons of the Golden West and appropriated by the state legislature for the restoration of Sutter's Fort. The restored Sutter's Fort was dedicated in 1893.

Marshall's Monument—Near Coloma in El Dorado County stands a monument today which marks the spot where James W. Marshall picked up the gold from the tail race of Sutter's mill. This monument was erected in 1887.

Customhouse—The Customhouse in Monterey where Commodore John Drake Sloat raised the American flag on July 7, 1846, marking the passing of the Mexican régime and the introduction of American rule, has been restored and is a picturesque spot on the West Coast.

Donner Party—Headed by Doctor C. W. Chapman, the Donner Monument Committee has erected a monument on the shores of Donner Lake commemorating the heroism of the Donner Party.

Presidio Hill—A cross made of steel, concrete, and tiles from the old mission settlement in San Diego has been built on Presidio Hill, San Diego, in memory of Father Junipero Serra and his work.

Presidios—The presidios of Santa Barbara, founded 1788; Monterey, founded 1770, and of San Francisco, founded in 1776 but not built until 1792, are still standing.

Fort Ross—The ruins at Fort Ross mark the only Russian settlement made within the borders of California. Captain Sutter bought the equipment from the Russian fort when it was abandoned.

Portsmouth Square—Marks the site in San Francisco where Captain John B. Montgomery raised the American flag on July 9, 1846, taking possession of the town in the name of the United States. There is also a monument in the Square to Robert Louis Stevenson.

Father Junipero Serra's Monument—Erected in Monterey by Mrs. Jane L. Stanford. The cross marks the spot where Junipero Serra landed and the tree under which he held the service.

El Camino Real—This is the Spanish name for the King's Highway or the Royal Road which joined the twenty-one missions, four presidios, and three pueblos from San Diego to Sonoma in the early days. The original highway is now in the system of state highways of the state. The road is marked by four hundred Mission Bell guide posts which were erected by El Camino Real Association and given by various organizations and persons.

Quotations to Memorize

Thou, my best beloved! My pride, my boast;
Stretching thy glorious length along the West,
Within the girdle of thy sun-lit coast,
From pine to palm, from palm to snowy crest.
—*Charles Warren Stoddard.*

CALIFORNIA

Across the San Joaquin's broad reach of vines and waving wheat
The old Sierras toss their gold at fair Los Angeles' feet.
Soft sighs of pine and orange groves woo sea winds from the West
And over all a spirit broods of romance and unrest.

—*Carrie Stevens Walter.*

CALIFORNIA

Sown is the golden grain, planted the vines;
Fall swift, O loving rain, lift prayers, O pines;
O green land, O gold land, fair land by the sea,
The trust of thy children reposes in thee.

—*Lillian H. S. Bailey.*

CALIFORNIA'S STAR

When the Grizzly Bear came down from the hills
And stood on the flag of white,
And the single star of the Golden State
Shone out on the age-old night;

Then the bold Frémont and his hardy men
Rode in from the north and claimed
For Old Glory's stars the valleys wide
And the hills the Bear had tamed.

They held the land for our own bright flag,
And added her star to our own,
Where it shines as bright as any star
That the banner has ever known.

And the Bear still guards the glorious flag,
The banner it helped to raise
In the long ago of the days of old,
That first of Admission Days.

—*Harry Noyes Pratt.*

HIS BREED IS HERE!

Do you tell me that the Pioneer is gone?
No longer is he here
With all his powers of mighty men
To reconstruct, and make it clear
That a giant man has passed this way
To rule the rivers and the face
Of Nature with his splendid sway—
To make a road through mountains
And a bulwark 'gainst the sea,
To create a glorious empire
For children yet to be!
You tell me he grew feeble
And fell into the grave,
And now there's no one
Left to save
Us from the greed of gold
That would rob us of that grave?
no,
I tell you, you are mistaken,
For his SPIRIT is very near—
He hath not left us quite forsaken—
For, lo! his BREED IS HERE!

—*Ella Sterling Mighels.*

THE PEARLS OF LORETA

By KATHERINE BIRCH AND GRACE V. WIDEMAN

[A FOUR-ACT PLAY suitable for Admission Day in California. It depicts the mission period in California history. It is based upon the old Spanish legend that deals with the priceless pearls which were stolen from the neck of the virgin at the Mission of Loreta.]

CHARACTERS

THE MADONNA: A girl posed to represent the Virgin Mary.
YNEZ (*La Favorita*): A much-admired Spanish señorita of Monterey.
DE LA VEGA: A handsome Spaniard from Baja California. He brings a string of racing horses to the fiesta.
RAMON: An adventurer who lays his gift of pearls before the virgin.
MIGUEL: Friend of Ramon.
FATHER SEBASTIAN: The priest at Loreta.
INDIAN: Guard of mission doorway.
JUAN: Lover of Ynez.
DOLORES: Cousin of Ynez.
PRIEST: Of San Carlos Mission at Monterey.
CARLOS: One of the caballeros competing at the fiesta at Monterey.
Spanish señors and señoritas.
Indian runners.

COSTUMES

Ynez—In rich Spanish costume with mantilla draped easily over a piece of cardboard held by a rubber band against the back of the head in the position of a high Spanish comb.
Dolores—Spanish costume hardly as splendid as that of Ynez.
De la Vega—A very colorful Spanish costume. He wears a hat fastened to a cord.
Ramon, Miguel, Carlos, and Juan—Dressed as Spanish caballeros—gayly.
Priests—Robed in black cassocks.
Madonna—Draped in white with an overgarment of blue.
Indians—In typical Indian garb.
Spanish señors and señoritas in costumes of the period.

ACT I

SCENE: Street outside the Mission Loreta in Baja California. Curtain partially drawn to represent outside of mission. Within—usual dimly lighted mission, altar, images, life-size statue of the virgin on pedestal.

(*Enter Ramon and Miguel.*)

RAMON: Indeed, yes, my journey was prosperous beyond words. Never did I expect in so short a time to amass the wealth that is now mine. Those to whom I would sell poured gold into my coffers—and when I would buy, it seemed as though always could I set my own price.

MIGUEL: And now, Ramon, my friend, will you lay it all at the feet of the lovely señoritas as in other years or will you perchance give your fortune into the hands of the padres to be saved until you are an old man and much, much wiser?

RAMON: Not at the feet of the *señoritas,* Miguel, but let us hope, if the saints are kind, at the feet of *one* maiden instead; then a ranchero for me. I hesitate to give the priests my money for I fear the missions are all of the past. But it is well to seek the favor of the padres and of our Lady as well. So I have secured the most beautiful pearls in California to offer before I kneel to pray for further help and prosperity.

(*Enter Father Sebastian.*)

RAMON: Father, my adventures have brought me success, and I would lay these jewels at the feet of our Lady in token of my gratitude for her mercy and help.

Father Sebastian: Come thou into the mission, my son, and place them thyself around the neck of the virgin. (*An Indian draws back the curtain and the priest passes into the mission followed by Ramon, who carefully and reverently hangs his pearls about the neck of the image and then kneels.*)

Ramon (*after silent prayer*): Holy Mary, Mother of God, pray for us now and at the hour of our death, Amen.

Father Sebastian: Dios le guarda á usted, my son—depart thou in peace.

Curtain.

ACT II

Scene: At the time of the fiesta. Ballroom of the old Customhouse of Monterey. A rustic seat on the piazza outside. (The curtain is slightly drawn to separate the ballroom from piazza.) Gay scene of dancing within to sprightly Spanish music. Several Spanish couples are on floor. Juan Fernández leads Ynez to seat on piazza. She smiles at him merrily.

Juan: Querida mia, is it to be always, always the same? I sigh before thee like the south wind. All that I am and have, I offer, but like the moon, all cold and white, you look down upon me from afar—sometimes I think, like the moon, you see me not at all. Ah, Ynez, can you not give yourself to me at last?

Ynez: White perhaps, but *cold*, Juan? *No*, never *cold*. Anything else you will, Juan, but never *cold*. For two reasons I withhold my answer. First, you have not made me love you, as I surely *must* love the man who carries me away. And second, above everything else in this world, I desire a splendid string of pearls. Think you not, Juan Fernández, that pearls with their creamy texture and silver sheen would become me well?

Juan: To hang pearls about *thy* neck would be like painting the sky where the sunset gilds the clouds above the Pacific. You must realize Ynez, that pearls such as you demand are almost without price. Where would I secure such jewels?

Ynez: There, I knew it! You say you love me, but your love is a puny thing, else long since would you have set out on a quest which would have terminated with you kneeling no longer empty handed, but with great glowing pearls to heap in my lap. But enough, Juan. Who was the brave and handsome caballero whose horses won from you all the races this day?

Juan (*sullenly*): Oh, that was De la Vega. Talk of him not, Ynez—he is a scamp, I doubt not, and a rascal.

Ynez: For shame, Juan—a scamp and a rascal? Why, I thought him handsome as a dream—and brave. Think you not, Juan, that he must be very brave indeed? And his horses—they were splendid! Did he ride in from the north, or south, or east? Do not be so sullen, Juan. Tell me.

Juan: He came, I believe, from Los Angeles. Of him and his past I know nothing, nor do I desire ever to hear his name again. All I do know is that he brought in a string of horses which, in my opinion, he probably stole, and ruined the entire fiesta for all of us who had a right to expect something different.

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YNEZ: I am afraid, my cousin, that you are a very bad loser. Is it considered a disgrace to own horses that are fleeter and more beautiful than those of other caballeros? As for me, I admire him very much.

JUAN (*turns and goes into the hall*): Are you (*turning to her*) sending De la Vega for the pearls, perchance? (*Ynez laughs and shakes her fan at him.*)

(*Enter De la Vega as Dolores comes to the piazza for Ynez.*)

DOLORES: Did you not hear the caballeros calling La Favorita? You will have to come in and dance. Hear them, Ynez? (*Pulls Ynez up onto her feet.*) Look! There is the beautiful señor who won the races today and won all the prizes from Juan and Carlos.

YNEZ: You are right, Dolores; it is the brave and splendid one. Think you not I may yet have my string of pearls?

DOLORES: How can you! So many brave caballeros offer you loyalty and love. How can you wish for more? I would, indeed, that Juan might turn to *me*. *I* should certainly be content without great heaps of jewels or of wild vows and queer adventures.

YNEZ: All right then, I bequeath thee Juan. He only thinks that he loves *me*. And when you have won him, and wed him, little one, remember *I told thee*—he is neither brave nor noble.

DOLORES: But Ynez—he is *Juan!* (*Calls of "La Favorita" from within. Dolores and Ynez enter ballroom laughing. Ynez does a Spanish solo dance with tambourine.*)

(*Ynez, still laughing, picks out De la Vega for her attention and finally draws him into the dance. Later, the room is full of dancing couples and De la Vega dances with La Favorita to the piazza.*)

DE LA VEGA: Thou art *mine!* From the beginning have I sought thee, from far places have I been drawn to thee. I ask thee not *if thou lovest me*, for *thou art mine!* When shall we be wed?

YNEZ: It is true. I feel that my whole life have I waited for this hour, but O my brave one, prove thy love before all Monterey. Bring me jewels—great, glowing, living pearls—that I may show the world how much you love me. (*De la Vega draws back, frowning, but looks long into her tantalizing eyes.*)

DE LA VEGA (*abruptly*): Listen, Ynez, listen and note well what I say. (*He pauses.*) I will get for you such pearls as no queen of Europe has ever possessed if you will give me your promise to marry me, no matter how I procure them. (*He holds her at arm's length waiting for her reply.*)

YNEZ: No matter *how* you procure them, hang them about my neck and bind them in my hair and I will wed thee, my dear one!

DE LA VEGA: Adiós, then; I go on a quest. The saints will never forgive me—all the more reason that thou, cara mia, shouldst love me. (*He gathers her two hands in his, kisses them, and hurriedly leaves without glancing back.*)

Curtain.

ACT III

SCENE: Interior of Mission Loreta (same as Act I). Priest and Indians kneeling before altar.

(*Enter De la Vega. Kneels before the virgin. The priest silently dismisses the Indians and follows them out.*)

DE LA VEGA (*lifting his eyes*): They are here! My terrible journey was not in vain—the pearls are here for the taking. I shall return at nightfall. (*Exit De la Vega.*)

(*Curtain falls to denote lapse of time till nightfall.*)

(*Enter De la Vega with sack. Mission now in darkness. He looks stealthily about and listens intently. Then deciding no one is about he tiptoes to virgin and takes off her pearls, dropping them strand by strand into bag. As the last pearls are in his hand the priest enters.*)

PRIEST: Alas, son, stay thy hand. What wouldst thou do? (*De la Vega drops the pearls as from surprise, snatches a stiletto from beneath his sash and kills the priest, who crumples to the floor. Then De la Vega snatches up the pearls and flees.*)

Curtain.

ACT IV.

SCENE: Ballroom as in Act II at Customhouse in Monterey. Dancing within. Ynez seated on piazza looking longingly into the distance. A caballero is singing at her feet a song in Spanish, but wins scant attention from her.

(*Enter De la Vega. From a receptacle at his belt he draws forth great strings of pearls. One he hangs about her neck, the others he throws into her lap. Then he draws back, folds his arms and looks at her half expectantly, and half disdainfully. The girl gasps, reaches out as though to touch the man, then snatches up the pearls instead.*)

DE LA VEGA: Well, Ynez, does it suffice? Your promise is given; you are mine. Come, Ynez.

YNEZ: Oh, my brave one, how beautiful! They are more glorious than any visioned in my wildest dreams. I knew not that such jewels could be found in the whole world. Where did you find them? How did you secure them? The splendid (*holding them up*), gorgeous, darling things! Tell me! Tell me! I can wait no longer!

DE LA VEGA (*smiling sardonically*): Well, my little dear one, where would you suppose? South of us — beyond the wilderness, where the mountain ranges are jumbled as though a giant had stirred them with a cooking spoon. With an Indian guide I struggled through this vast, forbidding country, again and again giving myself up for lost. Once as I crossed a dry and barren desert of white, hot sand I almost died of thirst. Again, when among the crazy tumbled mountains of the South a great storm arose and a mighty flood rushed down upon us. My guide was killed; my horse suffered a broken leg so that I had to kill the poor brute; but afoot I stumbled on until I reached the little mission of Loreta. There, querida mia, around the neck of our fair lady, beside the altar, were the pearls I sought. A priest interfered, but I killed him, and now, my lady—at your service (*bowing low*).

(*Ynez looks at the man in terror, drawing back in shocked horror, but still clinging to the silken pearls.*)

DE LA VEGA (*raising his hand*): Did you not promise, no matter how I should secure them, that you

(*Continued on page 8*)

"49"

Admission Day Song for California

Words by JOAQUIN MILLER Music by LEILA FRANCE

We have work'd our claims, We have spent our gold, Our
When the rab - bits play, Where the quail all day, Pipe
We are wreck and stray, We are cast a - way, Poor

barks are a strand on the bars; We are bat - ter'd and old, Yet at
on on the Chap - ar - al hill; A few more days, And the
bat - ter'd old hulks and spars; But we hope and pray, On the

night we be - hold, Out - crop - pings of gold in the stars.
last of us lays His pick a - side and all is still.
judg - ment day, We shall strike it up in the stars.

CHORUS

Though bat - ter'd and old, Our hearts are bold, Yet oft do we re - pine For the

pp

days of old, For the days of gold, For the days of for - ty - nine.

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would be mine when I brought you your heart's desire?

YNEZ (*hesitating*): After all, it is not that you love our Lady less—*but your Ynez more.*

DE LA VEGA (*putting an arm around her but holding her hand also*): Come, Ynez; we must hurry! An American ship waits for me in the bay—let us make haste.

YNEZ: No, no. I must show them within—my pearls and my triumph. I want them to see how much Señor De la Vega loves his Ynez. One dance my brave one, one dance only.

DE LA VEGA: And if I should be caught?

YNEZ: How foolish! Who could reach here as quickly as thyself? (*Reluctantly De la Vega leads her into the ballroom and they dance. Everyone points at the beautiful pearls, commenting.*)

(*Enter priest followed by one or two Indians. Priest raises his hand—dancing and music stop.*)

PRIEST: Arrest this man. An Indian runner brings word that he has stolen the pearls from our gracious Lady of Loreta. (*De la Vega turns and flees, followed by Ynez, the Indians, and several men. Noise and running are heard outside. Suddenly the crack of a pistol, the shrill scream of a woman, and the moan of a man. More confusion.*)

CARLOS: There is an American ship in the bay. Could he possibly escape, think you?

DOLORES: Oh, our Ynez would never go away with him when she knew that he had robbed the church of sacred treasures.

(*Enter Indian, running. Others press to doorway.*)

INDIAN: Alas, Father, it is too late!

PRIEST: What happened, Igno?

INDIAN: Man run—make for shore—get um almost there—get um shot—him die—fall down—maiden come quick (*gesticulating*)—grab um up man, and heap quick catch um in arms and leap down—down—water get um pearls—our Lady pearls gone—him all gone. (*Everyone registers surprise and horror.*)

PRIEST (*lifts the cross high in right hand and raises left hand and bows head; automatically everyone drops to knees. Pause*): O Father, forgive them, and have mercy on their souls. Save us all from greed and vanity and selfishness, for our dear Lord's sake.

EVERY ONE: Amen!

Curtain.

DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN
Chief, Division of Rural Education of the State of California

Case Studies in Reading

By BEULAH HARTMAN AND GLADYS POTTER
Rural Supervisors of San Bernardino County

WE FELT THE NEED of a county-wide testing program and chose reading as the subject that was most effective and inclusive. So in our supervisorial plan for the year 1927–28 in San Bernardino County, we decided to give a reading-comprehension survey test. Our determination was that our tests should be *really* effective and the results handled in a professional way that should be highly beneficial and reveal the needed remedial measures.

In order to bring this about we found that our teachers needed to be trained in the giving and use of tests. They needed to be able to diagnose the difficulties of their children as revealed by the tests, and set up a remedial program in a professional way, rather than to give inaccurate, subjective opinions about their misfit children without conclusive evidence.

To arouse interest in this testing program and our reading plans for the year seemed to be our first step. We talked over the situation with our teachers, instructed them in the giving of the reading tests, and asked for a report of each child's placement as shown by the test. A list of books on the general subject of reading and a bulletin from which difficulties and their suggested remedies could be determined, were put into the hands of each teacher. She was asked to diagnose the general difficulties of her group as a whole, as well as the individuals of the group.

In addition, each teacher selected from her group two children of extremely low placement in reading comprehension and two of especially high placement for special study and remedial work. These special cases were given individual mental tests and studied from every possible angle and a thorough diagnosis made. The individual remedies were determined upon and careful records kept of the work done, and it was from these records that a Case Study was subsequently written and submitted. In the cases where the child was superior in comprehension ability, an enriched program was given him, or hindering weaknesses in other lines were corrected that he might work ahead in accordance with his mental and reading abilities.

We consider our outstanding results to be:

1. The great improvement in reading ability for the whole county during the year as evidenced by our test results.
2. The stimulation of interest among our teachers in reading comprehension.
3. The professional growth of our teachers—a benefit to them and to us.
4. The obtaining of very efficient work with good results in decreasing the outstanding misfits in our schoolrooms by this case-study method.
5. The acceleration of several superior children and the decrease of retardation among the children of the lower grades.
6. The improvement of reading comprehension as carried over into the social subjects and the reasoning done in arithmetic.

This reading program continued through the succeeding year, 1928–29. The following are typical examples of the Case Studies made:

Case 1—Name, A. M.; age, 10; grade, 4. History of the case. I. Q., 110—Based on the Herring Revision of the Binet–Simon Intelligence Tests:

Physical condition—Was under the care of a physician for nervousness. Had an accident and lost the sight of his right eye. Later had to have it removed. The glass eye annoyed him and added to his nervousness. He was very much aware of this glass eye and it embarrassed him. He had been wearing glasses but was advised by another doctor to quit wearing them. This seemed to help.

Home conditions and parental attitude—Mother is very nervous—feels and takes to heart all of the boy's deficiencies. She is very anxious that he succeed and helps him every evening. She says that she worries all night for fear of his inability to do the lesson that she has drilled on. The family is in moderate circumstances but is willing to make needed sacrifices for the welfare of the children.

Child's mental attitude toward school and playmates—He does not seem to be at all popular with his playmates, and being the only boy in his grade annoys him. He is extremely overconscious, due to his glass eye and nervous condition. He wants to play with the other

children but hesitates as he has been told that he cannot run and take part in the activities as he must guard the sight of his one eye.

Placement on first test—2.2 (Los Angeles Elementary Test Form 1).

Diagnosis of apparent difficulty—Frequent halts and hesitations during oral reading due to his low stock of sight words. Reads in jerky phrases. Numerous requests for help on simple and common words in oral and silent reading. Has missed much of the needed work due to his accident. Is willing to work but lacks confidence. Seems confused and is oversensitive. Needs to be encouraged on each step of the work. Lacks phonetics.

Remedial work—Began a thorough review of easy sight words, using easy material. Had him come every morning for a half hour before school and drill on material that I was asking him to read to the class. Had him make a vocabulary book and make anything in the lesson that could be made with an erector set. Provided an incentive for reading and led him to use the phonetics that he learned in working out his words. He saw how he was gaining in independence and was eager to try to sound out his words. He read to me before and after school for six months and by that time, had accomplished much. He reads along with the other children in class.

Change of attitude—His gain in confidence stimulated interest and his attack on new work is whole-hearted. Strange to say, the children in the room began to see that he could *do* things. He was chosen captain of two recent contests. The children want to be on his side. No one ever mentions his glass eye. He is delighted with himself and it has relieved some of that self-consciousness. His mother is "thrilled to tears" instead of "worried to tears."

Placement on the second reading test—5.6 (Los Angeles Elementary Test Form 2).

Unfortunately A. had a very unsympathetic teacher this year. She seated him in the back of the room because she did not like to look at him on account of his glass eye. She said it "gave her the creeps."

His seat was changed, however, and so was her desk. Some of his old "I-can't-do-it" attitude returned. He made little progress in his studies but gained in sociability.

Placement on reading test given June, 1929—5.6 (Los Angeles Elementary Test Form 3.)

Case 2—Age, 8; grade, 3. History of the case. I. Q., 113—Terman Revision of the Binet-Simon Intelligence Tests.

Physical condition—Inherited a poor physical background from father's shell shocked condition. Health much improved after removal of tonsils and adenoids and change of climate. Child is exceedingly nervous and lacks good motor coördination.

Home conditions and parental attitude—Father has very overbearing attitude. He lacks patience and understanding of the situation. Compares his son with his nephew to the detriment of the son and upholds the nephew as a shining example, while he taunts the son with his inabilities. The result is that the child lacks confidence in himself and his ability to do. He runs and hides when his father asks him to read to him. He has acquired a negative reaction to reading. His father continually balks at modern methods of teaching children to read. Believes the child should learn through the A, B, C method only. Mother much more sympathetic but hindered by father's attitude and domination. Both parents employed. Child had irregular hours and poor selection of food.

Child's attitude toward school and playmates—He is a good citizen both on and off the school grounds. He respects playmates and admires their abilities. Unable to read, the child has been interested mostly in numbers. He is a good student in arithmetic. His interest slackens when reading is even mentioned. He bluffs his reading work and spends most of his time playing.

Placement on Los Angeles Primary Reading Test Form 1, 0.0.

Diagnosis of apparent difficulty—Complexes as above, and lack of visual type of learning ability. Learns by auditory and motor method. Emotional attitude, lack of confidence, and poor health habits have made him a non-reader.

Remedial work—Child removed from home environment through mother's interest and efforts of an interested teacher. He is boarding in a family where there are three children. He has been put into the school where the interested teacher is teaching. The boarding conditions are a big improvement over the home conditions. Kinesthetic methods given him for learning words. Special word drill and child's own use of words in stories employed to stimulate interest. Work books given him for definiteness and to show concrete accomplishment. No home work given him. Books covered during the year—five Primers and four First Readers.

Child's reaction—At first acted very disturbed and distressed when asked to read. Now takes delight in reading books and takes library books home to read. The child is of a type that can be reasoned with and thus his difficulty was explained to him, i. e., that he could learn to read as well as any other normal child, but his method of learning would take him a little longer. He was told that the reason other children learned faster than he, was due to the fact that they learned through seeing, and although he could see perfectly, that was not his way of learning. He seemed to take a new interest and was glad that some one had confidence in his ability to learn. He began to work very hard and gradually proved to himself that he could read. His work was highly praised and he responded with all of his ability. He was soon able to help himself and then advanced rapidly. Still a lack of parental coöperation except for the willingness of the mother to board him where he can receive his individual work and have more constant home supervision.

Placement on second test—Los Angeles Primary Reading Test, Form 2, 2.1.

Case 9—Age, 7 years 4 months; grade, 2. History of the case. I. Q., 110—Terman Revision of the Binet-Simon Intelligence Tests.

Physical condition—Poor inheritance. Mother died of tuberculosis. Ill and out of school a great deal. Watched very closely as tuberculosis is feared. Much better this year than in the past.

Home conditions and parental attitude—Has no mother. He and his younger brother are cared for by a housekeeper. Father is very interested in his boys and is very companionable with them.

Child's attitude toward school and playmates—Not at all sure of himself. Very slow. Too frail to enjoy rough-and-tumble play.

Placement on first test—Los Angeles Primary Test Form 1, 0.0—September, 1927.

Diagnosis of apparent difficulty—Poor foundation because of sickness and absence from school. Health has made him have a very dependent attitude. Needs a store of sight words and phonic knowledge to make it possible for him to help himself.

Remedial work—School nurse watching him. Talks with the housekeeper and her interest as well as that of the father enlisted. Special individual drill with phonic helps given him. Easy ungraded books read at home and at school. Much of this easy reading done to establish confidence and independence.

Child's reaction—As comprehension increased, interest in reading increased. He is still very slow. The improved phonic ability and more sight words known have increased his confidence. He is stronger and has gained some in weight.

Placement on second test—Los Angeles Primary Reading Test Form 2, 2.4—May, 1928.

Placement on third test—Form 3 of above, 4.2—May, 1929.

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NEWS AND COMMENTS

By HARR WAGNER

CALIFORNIANS who enjoy the climate, the fruits, the comforts of government, of education, and of life itself, should join in the celebration of Admission Day. The splendid idle forties did not equal the gorgeous busy twenties of this century. Help the schools to celebrate.

DOCTOR C. W. THOMAS is doing splendid missionary work in Mexico. He has induced the Congregationalists to build an agriculture normal school on the West Coast of Mexico, and the Seventh Day Adventists to build two hospitals. You do not need a standing army, a navy, or a great air force when you build for brotherhood. Our readers and geographies should show our social relationships as well as economic and trade conditions, and the children of today who will be the men and women of tomorrow, will have common ideals. Mankind is one in spirit, but the spirit cannot and must not be inhibited by prejudice, bigotry, and desires of the physical senses.

DOCTOR RANDALL J. CONDON has decided, at the age of 67, to retire from active work as a school administrator. We knew him in the beginning of his career at St. Helena, Mont., and have watched with interest his growth. A teacher from Cincinnati, visiting our office, said, "We all loved him. He was so sympathetic and so interested in our work and gave us perfect freedom in our classroom activities. We did not have to follow the formal outlines issued for an entire system." Doctor Winship, in the *Journal of Education*, prints this appreciation:

Of the many tributes to Doctor Randall J. Condon at a banquet in his honor, the following by a colored teacher is especially appealing:

THE UNDERSTANDING PRINCE

He understands the vibrant soul of youth,
It seems to touch and thrill the heart of him;
And he, because of faith in us, hath wrought
That we may not have lived in vain.
Some day upon the scroll of fame he'll look
And there some name or two shall he behold
Of those of us to whom the torch he passed—
God grant that we shall hold it high, undimmed,
That we, triumphant, shall bear it to the last.

Tho' far beyond our ken your paths shall lead
On foreign shores, in alien lands, in lonely vales,
Where mystic rivers run to meet the sea,
In the holy silence of cathedrals dim, in busy mart.
In temples old where sacred incense burns—
Where'er you are,
Our thoughts, our hearts shall be with thee!
Our prayers, O Friend, shall follow thee!

—*Estelle E. Wilson.*

Miss Wilson is a teacher in the Harriet Beecher Stowe School, an elementary school with three thousand colored children and 150 colored teachers, 90 per cent of whom are college graduates, many with graduate degrees. It cost a million dollars and is the finest and most expensive elementary school building in Cincinnati. It has been created in Doctor Condon's day.

DOCTOR HOWARD R. DRIGGS is president of the Oregon Trail Memorial Association. He will visit California soon in the interest of connecting up the California trails with the Oregon trails. These trails are educational in value. They have an historical interest that should be kept alive. The present generation should know of the struggles and hardships of the past that helped us build ideals for the future.

The best possible project for your history classes would be western trails in the settlement and development of the West. Doctor Driggs in a speech before the N. E. A. said:

We are prone to think of the old overland trail as a Western trail. It is no Western trail at all—except geographically. Historically it is decidedly an Eastern trail. It was discovered and worn deep by easterners who went West.

The West, may I remind you, is simply the transplanted East. It is more—it is in a very real sense the blended North and South. They sing a song—"Out Where the West Begins"; frankly, I do not know where it begins, but I do know where it began. It began on the shores of the Atlantic. The pathfinders who mapped and charted our far West came from every state east of the Father of Waters.

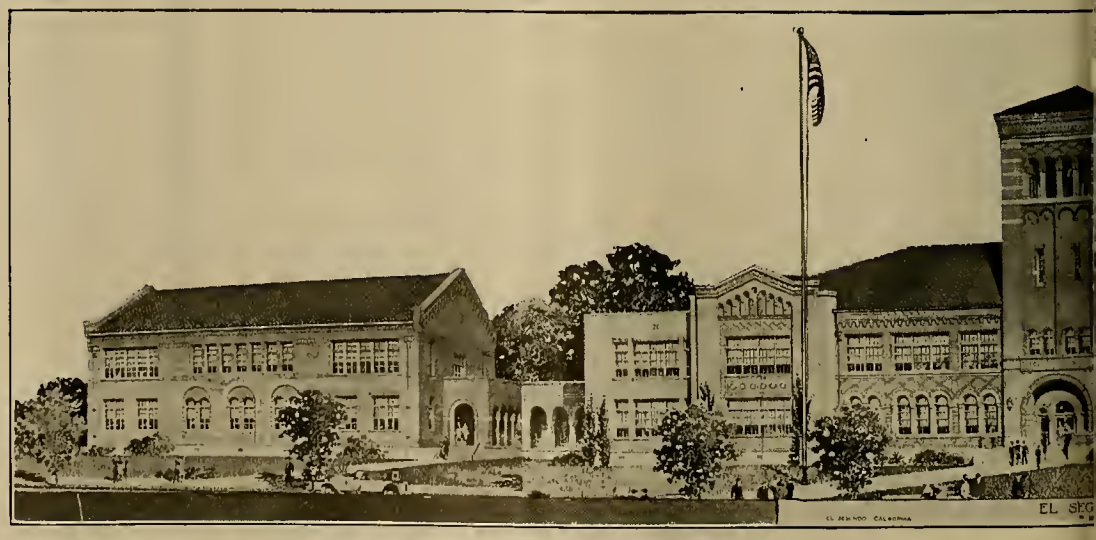
MR. HAROLD SMITH, one of the outstanding authorities on commercial education in the East, has proved to be a popular instructor in methods and problems of commercial education at the Armstrong College in Berkeley this summer. Mr. Smith is well known on the Western Coast. While he was still an instructor at the Washington State College at Pullman, several years ago, under the direction of Doctor Cleveland, dean of education, he started an important bit of research work in the laboratory based on typing procedure. It is not generally known that Mr. Smith, as an expert speed typist, assisted Doctor Coover of Stanford University in his early experimentation in the field of typewriting.

Mr. Smith brings to his work as an instructor a rare combination of the point of view of the expert performer balanced by the points of view of the practical worker and the thorough student of psychology. His dynamic personality gives added force to his presentation. His ideals are high and his philosophy sound. Those who had the privilege of following his lectures through to the end will return to their classrooms in the fall with new vision and truly intelligent zeal.

We understand that Mr. Bullock, instructor at the University of Southern California, and Mr. Adamson in the Los Angeles branch of the University of California, have extended to Mr. Smith invitations to meet their classes while he is in the South.

The hero we love in this land today
Is the hero who lightens some fellow-man's load—
Who makes of the mountain some pleasant highway;
Who makes of the desert some blossom-sown road.

—*Joaquin Miller.*



El Segundo

THE SCHOOLS OF EL SEGUNDO, CALIFORNIA

Oil and education mix. It is almost axiomatic that those towns and cities dependent upon the revenues from oil or its by-products have schools and school systems above the average. Oil means wealth. And wealth spent wisely for education means beautiful buildings, fine equipment, teachers selected for superior ability, and clear-cut educational practice toward definite ends. In California, Coalinga, Taft, Long Beach, Fullerton, Huntington Beach, Brea and El Segundo are instances where income from oil has made possible the highest of educational advantages. And what is more significant is the fact that educational administrators, when given the opportunity, rise to the magnitude of this task and do the job right.

C. L. Broadwater

El Segundo is dominated by oil. El Segundo is the home of a great Standard Oil refinery, the employer of 1350 men. El Segundo lies on the western edge of the great Los Angeles oil basin upon the Pacific Ocean. The town itself lies back of an ocean bluff staggered with sand dunes which shelters the town from cool western breezes.

In this atmosphere, dominated by the tank farms and smoke from tall chimneys and the rows of distilling retorts, C. L. Broadwater, District Superintendent of El Segundo schools, with the help of the citizens, many of them outstanding members of the Standard Oil organization, has done much for education in El Segundo during his régime.

In 1925 El Segundo withdrew from the Inglewood High School District and decided to have a high school of its own. In casting around for a man big enough to carry out its anticipated program, it chose C. L. Broadwater, then principal of the San Jacinto High School.

Mr. Broadwater was new to California, San Jacinto being his first position in the state, but his experience before coming West included fifteen years' work in the high schools of West Virginia, at New Martinville, Mannington, and Tyler County High School in Middlebourne. A graduate of Marshall State Teachers College, West Virginia, Mr. Broadwater also had received the degree of A.B. from the University of West Virginia and an M.A. from Teachers College, Columbia. School administration and history and government had been his specialties. Hired to organize a high school and superintend the purchase of a site and construction of a plant, Mr. Broadwater proceeded in characteristic form with the aid of a Board of Trustees of unusual business efficiency. The members of this board were Frank M. Palmer, president of the materials division, Standard Oil refinery; A. E. Howell, clerk, head of the office division, Standard Oil refinery, and J. W. Gilbert, department store manager, Standard Oil refinery.

Five sites were immediately offered to the school board. In order to secure complete community coöperation in the high school project, an advisory board of twelve was then chosen to meet with the Board of Trustees to consider the problems arising. This advisory council included three members chosen by the Chamber of Commerce, three members appointed by the City Council, three selected by the school trustees, the two architects, and the City Superintendent of Schools, Mr. Broadwater.

This committee of fifteen men consisted of the following: H. C. Hanna, superintendent, Standard Oil refinery; R. T. Hutchins, City Engineer; Don C. Fugitt, City Clerk; J. D. D. Gladding, president, First National Bank; J. W. Gilbert, department store manager, Standard Oil refinery; G. L. Merritt, safety engineer, Standard Oil refinery; A. G. Blair, foreman, Standard Oil refinery; Charles Cramp, labor foreman, Standard Oil refinery; Reverend A. D. Butters, Community Methodist Church; Alfred W. Rea, architect; Charles E. Garstang, architect; Frank M. Palmer, A. E. Howell, and J. L. Smith, Board of School Trustees, and C. L. Broadwater, District Superintendent.

This advisory board had five meetings. Mr. Broadwater was commissioned to make an educational survey of the five sites offered. He reported to the committee and the report was adopted. The committee then asked for an estimate for the proposed outlay, and upon its receipt recommended a $500,000 bond issue, which was successfully called and carried.

With such community coöperation, the new El Segundo High School was built and dedicated in December, 1927, by William John Cooper, United States Commissioner of Education, then State Superintendent of Public Instruction of California, the event being Mr. Cooper's first public dedication of a school building as State Superintendent.

A year has passed and the El Segundo High School, on its sixteen-acre campus, with its new landscaped grounds and sweep of lawns three blocks in length and half a block in depth, of architecture Romanesque in style, built of multi-colored brick, finished with art stone and capped by red tiles, and lying on the main boulevard, gives the passerby a glimpse of superior educational facilities.

The El Segundo plant consists of four buildings: administration, household arts, manual arts, and gymnasium. The administration building, of two stories, has twelve classrooms, an auditorium of one thousand capacity, study hall, library, and administration suite. The household arts building has eight classrooms and a cafeteria. The manual arts building is designed for an auto shop, wood shop, and machine shop, with central control. The gymnasium, with a floor 80 by 110 feet has athletic quarters for both boys and girls. The buildings cost $330,000, the sixteen-acre site $119,000, and equipment $75,000, making the plant cost over half a million dollars.

El Segundo has four elementary buildings, with an enrollment of 610 pupils with twenty-eight teachers in charge. The high school has a faculty of fifteen teachers and a student body of 210.

In addition to carrying out his duties as Superintendent, Mr. Broadwater is a member of the Southern Council, C. T. A., and is this year president of the Los Angeles County Administrators and Supervisors Association.

igh School

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

VIERLING KERSEY, Superintendent of Public Instruction of California, in the July report to the Governor's council of the California State Department of Education, has made several pertinent comments regarding summer sessions, teacher certification requirements, and the future of work offered by various departments of education that indicate that the present educational administration of California is not in sympathy with building up attendance in various departments of education by legislation. We quote:

Certain tendencies are apparent in the registration of students in the various institutions. For one thing, there is less demand for work in education.

In the past several factors have influenced teachers to enroll in education courses. In the first place, the regulations for credentials effective September 15, 1928, required teachers trained outside of California (regardless of the institution from which they were graduated, the courses completed, or degrees received) to complete not less than six semester hours of work in a California teacher-training institution. This work included two courses in education which were required for all teaching credentials—public education in California and education for citizenship. Also, no long-term credential could be granted until the above-named courses in education were completed. For these reasons, teacher-training institutions in California were by virtue of state board regulations compelled to offer more work in education than in any other department. There was a compulsion on all teachers to attend school and complete required courses. As it happened, these courses were more often taken in summer than during the regular sessions, since the teachers completing them were, as a rule, employed during the school year.

Due to credential changes of September 15, 1928, the courses in public education in California and education for citizenship are not specifically required by the State Department of Education.

Another change in registration is doubtless due to the policy of the State Board of Education in demanding the bachelor's degree, after September, 1930, as the minimum training required of all teachers. Investigation shows that registration is heavy in academic subjects prerequisite to the degree, such as English and social science.

It is highly important to relieve teachers of a certain amount of strain and the feeling that they are being driven. The State Board of Education in requiring the bachelor's degree has had in mind the young people who plan in the future to go into the teaching service. It has not been its intention to force those teachers who have given years of service and who have brought the schools to their present position to carry an unreasonable load in order to secure a degree. *Doubtless, there are other expenditures of time and energy which will bring a higher reward than merely carrying courses during the school year in afternoon and evening classes and in summer sessions merely to earn a degree.* It may be that local boards of education through their adjustment of salary schedules are bringing a certain amount of pressure to bear on the older teachers, but it is doubtful if increasing the burden in this respect will materially enhance the efficiency of teachers who are already carrying a maximum load of work and who do not look forward to an extended period of service in the schools. *For such teachers, the service of the summer session is to offer work which will lead to continued growth and greater efficiency in service. Since there is no compulsion by the State Department of Education for summer school work, the institutions are forced to offer work making its own appeal to teachers.* Teachers now in attendance are registered in courses for some reason other than merely satisfying state requirements. It is to be hoped that the suggestions of the school superintendent are being incorporated into the thinking of the teachers themselves.

There is evinced some anxiety on the part of directors of summer sessions as to the future success of their summer session work. *Since the State Department of Education no longer forces teachers to attend, the responsibility of offering attractive work is placed squarely upon each of the institutions.* If these offer work appealing to the teacher in terms of greater efficiency, inspiration, recreation, or rest, doubtless there will be no difficulty in securing adequate attendance.

THE THIRTY-THIRD BIENNIAL REPORT of the Superintendent of Public Instruction of California includes a summary of the development of the California school system and is followed by a general analysis of current problems and progress in public education. This report was made under the direction of former Superintendent William John Cooper, now United States Commissioner of Education. Mr. Cooper's own analysis of the development of the state school system brings together for the first time a coherent account, from authentic sources, of the various phases of the development of California's school system.

ESTIMATES OF CALIFORNIA SCHOOL APPORTIONMENTS for elementary schools, high schools, and junior colleges, are as follows:

Elementary schools	$19,484,025.89
High schools	6,386,227.17
Junior colleges	783,800.00

AVERAGE DAILY ATTENDANCE in the California schools ending June 30, 1929, was:

Elementary schools	646,214
High schools	212,581
Junior colleges	7,218

CALIFORNIA JUNIOR COLLEGES, sixteen in number, increased 64.4 per cent in enrollment in the last year, the 1928–29 total being 7218 as compared to the 4391 total of 1927–28.

SUPERINTENDENT VIERLING KERSEY'S JULY REPORT to the Governor's council contains a splendid summary of agricultural education in California accomplished under the Smith–Hughes Act. The attempt is being made to develop more interest in agriculture in the elementary schools, to reach the boy out of school, and to give agriculture courses to farmers in evening classes. This work is in charge of Julian A. McPhee, chief of bureau of agricultural education and his three regional supervisors of vocational agriculture, R. J. Werner, A. G. Rinn, and Edward W. Everett.

MISS SWOPE'S SUMMER SCHOOL is one of those institutions, attendance at which has not been decreed by educational enactment of the State Board of Education. Starting with a few pupils twenty years ago, Miss Swope, in her six weeks' work of two sessions of three weeks each, this summer at Santa Cruz and Long Beach, had an enrollment of more than 1030 students.

A private summer school, drawing more students than several of the state teachers' college summer sessions combined, must have a very definite reason for existence. The reason is that Miss Swope and her faculty give the teachers attending those things that they can actually make use of in classroom procedure, and thereby enrich and enliven their classroom work. For several years, attendance at Miss Swope's school has been accepted as six units of work in the teacher-training institutions of California.

Miss Swope has a faculty of experts for the carrying on of her program. They have been with her for years and give a decided tone to the entire institution. The faculty is as follows:

Caroline Swope, problems of supervision, classroom management, and methods in elementary subjects; Ellen B. Sullivan, Ph.D., educational psychology (assistant professor of psychology, University of California at Los Angeles); Madilene Veverka, M.A., primary education, growth and development of the child, special course in reading, Americanization or citizenship (head supervisor, kindergarten–primary department, Los Angeles city schools); Mrs. Lucy E. Sanchez, history (girls' vice principal, Le Conte Junior High School, Los Angeles, chairman of history department, Le Conte Junior High School, Los Angeles city schools); Mrs. Ethel S. Ward, B.A., rural education and geography (general rural supervisor, Shasta County, California); Margaret R. Martin, creative music, based upon music appreciation (director of children's music classes, studio of creative expression, Long Beach, Cal.); Mrs. Cora Merry, methods in public school music (supervisor of music in the elementary grades and junior high schools, Riverside, Cal.); Katharine Morrison, B.S., head of advanced industrial arts (rural supervisor of art, San Diego County); Elsie Moriarty, A.B., assistant in advanced industrial art (art teacher in Roosevelt Junior High School, San Diego City Schools); Edna Armstrong, head of primary industrial arts; Clara B. McClure, assistant in primary industrial arts (assistant supervisor, primary manual arts, Los An-

geles city schools); Roxana Byfield, methods in arithmetic and blackboard penmanship (departmental teacher in arithmetic and english in the Garvey district, Los Angeles County); R. E. Wiatt, penmanship (head supervisor of penmanship, Los Angeles city schools); Mrs. Lily Whitaker, reading; Elizabeth E. Keepie, B.S., M.A., story telling, speech and phonetics (director of dramatics and speech in the Pasadena High School and Junior College); Haidee Glasscock, fine arts (teacher of fine arts, Fairfax High School, Los Angeles, Cal.); Ella Stahmer, fine arts (teacher of fine arts Sentous Junior High School, Los Angeles City Schools); Winifred Van Hagen, physical education (chief of Bureau of Physical Education for Girls, State of California); Helen S. Gass, folk dancing (assistant supervisor of physical education, elementary schools, Long Beach, Cal.); Helen Byfield, pianist for assembly singing (teacher in the San Marino city schools, Los Angeles County); Phoebe Ann Mathewson, pianist for folk dancing (director of kindergarten, Olive Street School, Porterville, Cal.).

Los Angeles County has approximately 30 per cent of California's school children. The report shows the average daily attendance there to be 236,194 in the elementary schools and 84,204 in the high schools, with 2257 in junior colleges.

Miss Nora Eppler, elementary school supervisor of the El Centro schools, a graduate of the University of Southern California, tutored Bill Hart, Jr., during the summer months. Bill Hart, Jr., some five years old, is ready for third grade work.

E. W. Gillis has been elected to the principalship of the Fall River High School at McArthur. Mr. Gillis, a graduate of the University of California, 1914, previously taught in Fresno high schools for many years. The last two years he has been selling insurance and office equipment.

B. W. Shaper has been appointed principal of the Arrowview Junior High School at San Bernardino. Mr. Shaper was head of the department of mathematics at the San Bernardino High School, a position he had held for five years. He was farm adviser for San Bernardino immediately after the war, and before that was assistant to the dean of the Massachusetts Extension Division.

T. A. Dempsey and H. L. Kaiser have been assigned the Southern California territory by the American Book Company. They are working out of the Chicago office and have been in Southern California since March, 1929. Mr. Dempsey is of the University of Illinois, 1927.

Paul Weaver, a 1929 graduate of the State College of Washington at Pullman, Wash., has been employed by Houghton Mifflin Company for the Northwest territory.

"The Foundations of American Government," a textbook in civics by Herman A. Spindt, principal of the Kern County Union High School, and Frederick Lynne Ryan, head of the social science department in the Kern County Union High School and Junior College, has recently come from the press of D. C. Heath & Co.

The preface states: "It is the purpose of 'The Foundations of American Government' to teach intelligent citizenship to students in the upper two years of the high school. The historical development of our institutions has been stressed, with complete explanation of the practical side of government, as well as the theoretical. A considerable emphasis has been put on the duties of citizenship."

National government is studied first. Throughout the text, functions of government are combined with a study of the machinery designed to perform the functions. Special emphasis has been given to American traditions and ideals in the concluding chapter. Chapters on Canada and Latin America have been included. In the appendices, there is a complete explanation of the constitution, paragraph by paragraph, and a glossary of political terms.

The book, with index, numbers five hundred pages. There are seven main headings: Part I—The development of national government, 80 pages; Part II—The motive power in a republic, the development of political parties, their organization and work, and the choice of public officials, 39 pages; Part III—The work of the federal government, 119 pages; Part IV—The work of the state and local governments, 102 pages; Part V—Special problems of government, which include public utilities and other services, currency and banking, crime and its prevention, social and moral problems, public opinion in the United States, 69 pages; Part VI—Our neighbors, which deals with Canada, Latin America, and international organization, 40 pages; Part VII—Conclusion, a statement of American traditions, 18 pages.

Before entering upon the study of the text, the authors give four pages of material in an introduction, of suggestions for

Herman A. Spindt, principal of the Kern County Union High School and Junior College, Bakersfield, Cal.; coauthor with Frederick Lynne Ryan, head of the social science department of the same institution, of "The Foundations of American Government."

study for the teacher and pupil. This beginning with a procedure for proper attack upon the subject by both teacher and pupil is of the greatest value. It is just one of the many evidences that the authors know the problems of the high school civics' teacher and have found out by instruction many means and devices for getting their subject matter across. At the end of each chapter are book references and lists of questions.

The text is written in concise English. There is no waste of words, fact piles upon fact, and comments are definite in their character. We have the impression that the authors, to gain such conciseness, have gone through infinite labor to get the facts expressed in the clearest manner possible.

D. C. Heath & Co., in publishing "The Foundations of American Government," have done a fine piece of work in printing. The book is well bound, of excellent paper, and has many illustrations of value.

"The Foundations of American Government," by Spindt and Ryan, will undoubtedly find great use in the schools of the United States.

The County of Los Angeles Free Library, under direct charge of Helen Vogelson, is the largest organization of its kind in the world. Nearly two and one-half million (2,400,485) volumes were issued for home use during the year. This was a gain of 14 per cent over last year and now represents an increase of 124 per cent over the circulation five years ago. The circulation through fifty-five schools which also serve the community amounted to 132,795 books, which fact offers rather convincing

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proof that libraries located in school buildings do not attract the general public. The number of registered borrowers has increased 63 per cent in the same period, 1924–1929, and the staff has grown from 163 to 251 paid employees.

A pleasing recognition of the work of this library came through its being one of several libraries invited to contribute illustrative material on library work with children for an exhibit held in July at Geneva, Switzerland, in connection with the international conference on education.

Claremont and Monterey Park have new library buildings. That at Claremont was erected by the City of Claremont on a $25,000 bond issue, and the library building at Monterey Park was given to that city by a resident, Judge Bruggemeyer, as a memorial to his wife. Two other library building projects are under way, bonds for $30,000 having been voted for a fine building at Montebello, and $90,000 for a very handsome building at Palos Verdes Estates.

LEILA FRANCE MCDERMOTT, composer of the California "Wild Flower Songs," has written a book of songs for holidays, which should be useful to teachers. A song for every holiday—she has written both words and music except the " '49" song, which is a musical setting to Joaquin Miller's words " '49." The Wild Flower Songs are used in all parts of California and even in Honolulu and Manila.

R. L. ANDERSON has been recently retained by the Southwestern Publishing Company for the Southern California, Arizona, Nevada, and Utah territory. Mr. Anderson is a 1926 graduate of the University of California at Los Angeles, and has been teaching in the commercial department of the Manual Arts High School, Los Angeles.

THE MISSES ELIZABETH AND IRENE MCDERMOTT, members of the school department of San Francisco and special teachers in high school, have each taken a leave of absence to go to New York for the purpose of study at Columbia University.

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The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California, textbook material, as follows:

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Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in reading," should be submitted on or before the hour of 5 o'clock p. m. of October 1, 1929.

Alternative bids for supplying completed books, as specified above, in carload lots, f. o. b. Sacramento, Los Angeles and San Francisco, will also be received.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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WESTERN SCHOOL NEWS

[News items for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—Editor.]

Professor F. E. Howard, principal of the Hilo High School, spent his vacation in California. Mr. Howard was formerly principal of the high school at Bishop, California, and was for some time a representative of D. C. Heath & Co. His work in the Hawaiian Islands has been very successful, and he has been given high standing as a school administrator.

Frank O. Evans of Berkeley has been appointed director of administrative research in the Los Angeles school department by Superintendent Bouelle. Mr. Evans was formerly Superintendent at Prosser, Wash.

Florence B. Crocker has been appointed by the Board of Education of Oakland to open a vocational opportunity school.

Vera Jones Bright, formerly a member of the Berkeley Board of Education, is devoting herself to the promotion of the study and appreciation of art in the public schools. Her office is at 1155 California Street, San Francisco.

Arthur Chamberlain, the noted lecturer, editor, author, and president of the League of Western Writers, is devoting his time to the promotion of the annual convention to be held in San Francisco, October 16, 17, 18, and 19, 1929, with headquarters at Hotel Whitcomb. There will be a fine book exhibit. The circular information says:

Eastern publishers keep us informed as to prominent authors who will be on the Coast this fall and whose assistance will be valuable in producing a program of surpassing excellence and interest.

Several general sessions will be addressed by leading writers and publishers. The book exhibit for the permanent league library will be attractive and of a type not before attempted. In addition, there will be several special sections or department meetings or conferences—a short-story section, a poetry section, an educational authorship section, a section on the novel and fiction writing, one on drama, others on journalism, the graphic and decorative arts, etc., and on other phases of creative art.

The convention of city, county, and district superintendents and rural supervisors will be at Hotel Huntington, Pasadena, the first week in October. Vierling Kersey, State Superintendent of Public Instruction, is preparing the program.

Miss Olive Gray, who was Assistant Superintendent of Schools at Hutchinson, Kans., has joined the editorial department of Hall & McCreary Company, Chicago, Ill. Miss Gray's wealth of training and experience has fitted her to render valuable service in the primary field in which this firm specializes. Formerly professor of education and psychology of several state teachers' colleges, Miss Gray was for many years a member of the national society for the study of education and of the national conference of supervisors and directors of instruction. She is author of "Course of Study for Kindergarten and Elementary Schools of Hutchinson, Kans."; "Course of Study in

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English for Junior and Senior High Schools of Hutchinson, Kan."; coauthor of "Alabama State Course of Study"; and author of many articles in *Elementary School Journal* and *Childhood Education*.

GEORGE A. MERRILL, director, the California School of Mechanical Arts, the Wilmerding School of Industrial Arts, the Lux School of Industrial Training and Allied Interests, has achieved a distinction for long, efficient service, and for practical training of boys and girls, unequaled in the West. He has just arranged for new courses to meet the changing conditions. In his letter he says:

As there is little need for further pioneering in this particular field, we have planned to move on to new territory in which our activities will be as helpful in the generation now beginning as they have been since 1894. The "junior high school–junior college" movement has now progressed far enough to indicate that the junior colleges are really meeting the needs of only a favored group of young men and young women—the academic group. On completion of the junior high school and the period of compulsory attendance (age 16), children of the manual labor or factory type will go to work, and those of the literary type will prepare for the professions, but little or no provision is being made for those who want to spend their so-called junior college years in preparation for their life work in occupations requiring technical and industrial training. Hence, that is the field to which the Lick–Wilmerding–Lux group of endowments will transfer its activities, beginning next month, and in which we hope to make a worth-while contribution for the advancement of industrial and technical education, which is one of the purposes for which these endowments are intended.

DOCTOR C. C. VAN LIEW, the well-known psychologist, formerly a member of the California State Board of Education, president Chico State Teachers College, and now connected with the editorial department of the Macmillan Company, New York, spent his vacation in California in July. He was given a warm welcome by his many friends.

J. D. SWEENEY, the efficient Superintendent of the Red Bluff schools, one of the outstanding historians of California, in his annual report shows that rapid progress is being made. He has succeeded in establishing a banking system in connection with the teaching of thrift in the schools and praises the teachers for their loyalty and splendid work. The new bond issue will provide much needed improvements.

PRINCIPAL H. C. SMITH of Bieber High School, Lassen County, spent part of his vacation in and around the Bay region. Mr. Smith was educated in Colorado and is making a successful record as a teacher and principal in California.

THE CONVENTIONS FOR 1929 of the California Teachers Association have been fixed as follows: Northern California, Sacramento, week of October 14; Southern California, Los Angeles, December 16 to 20; Bay region, Oakland, December 16 to 20; central section, Fresno, November 25 to 29.

CHARLIE GREER, District Superintendent at Coalinga, visited many of the principal cities of the East and Northwest during his vacation.

A. GRIM, principal of the Los Banos High School, has resigned.

L. E. WILLIAMS of Willits has been elected principal of the high school at Kelseyville, Cal. Mr. Williams was formerly at Gilroy.

CHARLES MONROE has been elected principal of the Westminster Grammar School.

J. W. LINSCOTT, the veteran school man who, as County Superintendent and City Superintendent of San Cruz, endeared himself to not only the local people, but to the educators of the state, was highly honored recently at the dedication of the Linscott School, Elm Street, Watsonville.

SCHOOL BONDS continue to sell at a premium, while bonds of public utilities and industrials are unsalable. The Compton Union High School, $450,000, sold at a premium of $11,414. Other bonds of school districts sell equally well.

THE NEW HIGH SCHOOL TEXTBOOK LAW, in reference to the listing of textbooks, went into effect August 15. Listings at the January meeting will be under the new law.

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News!

With the number of experiments on individual instruction being carried on in many schools, the publication of a text for that type of work is important news—

The Alpha Individual Arithmetics

Number Primer
Book One, Parts I and II

have just come from the press!

The balance of the books (one for each half year through the sixth) are in press.

They furnish unusually helpful supplementary material of the workbook type. The Number Primer and Book One, Parts I and II are beautifully illustrated in color. The other books are profusely illustrated in black and white.

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If you teach arithmetic, you will want to familiarize yourself with these books—write for descriptive circular 431.

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WHEN YOU BUY SCHOOL BOOKS

You want to know the correct address of the publisher. The list below will be of help. Clip and file it where it is easily accessible when needed.

This list is of book publishers who are advertisers in the Sierra Educational News. Further details of their publications may be obtained by consulting their advertisements in that magazine.

Whenever possible, buy from the firms who advertise in the magazine which represents the interests of the teachers of California—the Sierra Educational News.

Directory of School Book Publishers, 1929

A. B. C.—American Book Co. ..... 121 Second St., San Francisco
Appleton—D. Appleton & Co. ..... 149 New Montgomery St., San Francisco
Barnes—A. S. Barnes & Company ..... 67 W. 44th St., New York City
Bradley—Milton Bradley Co. ..... 554 Mission St., San Francisco
Century—Century Co. ..... 149 New Montgomery St., San Francisco
Compton—F. E. Compton & Co. ..... 60 California St., San Francisco
Crowell—Thomas Y. Crowell Co. ..... 393 Fourth Ave., New York City
Denoyer—Denoyer-Geppert Company ..... Drawer B, South Berkeley, California; Box 635, Arcade Station, Los Angeles
French—Samuel French ..... 25 W. 45th St., New York City
Gabriel—Samuel Gabriel Sons & Co. ..... 74 Fifth Ave., New York
Ginn—Ginn & Co. ..... 45 Second St., San Francisco
Gregg—Gregg Publishing Co. ..... Phelan Bldg., San Francisco
Haylofters—Haylofters Company ..... P. O. Box 1441, Hartford, Conn.
H. Mc. Co.—Hall & McCreary Co. ..... 609 Mission St., San Francisco
Hoffman—Ruth Crocker Hoffman ..... 460 Grand Ave., Riverside
Houghton—Houghton Mifflin Co. ..... 612 Howard St., San Francisco
Iroquois—Iroquois Publishing Co., Inc. ..... 149 New Montgomery St., San Francisco
Laidlaw—Laidlaw Brothers ..... 133 First St., San Francisco
Lippincott—J. B. Lippincott Co. ..... 149 New Montgomery St., San Francisco
Little—Little, Brown & Co. ..... 149 New Montgomery St., San Francisco
Lyons—Lyons & Carnahan ..... 149 New Montgomery St., San Francisco
Macmillan—Macmillan Co. ..... 350 Mission St., San Francisco
Merriam—G. & C. Merriam Co. ..... 149 New Montgomery St., San Francisco
Merrill—Chas. E. Merrill Co. ..... 149 New Montgomery St., San Francisco
Newson—Newson & Co. ..... 2500 Prairie Ave., Chicago
Nystrom—A. J. Nystrom & Co. ..... 45 Second St., San Francisco
Owen—F. A. Owen Publishing Co. ..... 554 Mission St., San Francisco
Rand—Rand McNally & Co. ..... 559 Mission St., San Francisco
Row—Row, Peterson & Co. ..... 149 New Montgomery St., San Francisco
Sanborn—Benj. H. Sanborn & Co. ..... 149 New Montgomery St., San Francisco
School Arts—School Arts Magazine ..... 424 Portland St., Worcester, Mass.
Scott—Scott, Foresman & Co. ..... 149 New Montgomery St., San Francisco
Silver—Silver, Burdett & Co. ..... 149 New Montgomery St., San Francisco
Stanford—Stanford University Press ..... Stanford University
Teachers—Teachers Co-operative Center ..... 432 Sutter St., San Francisco
Technical—Technical Book Co. ..... 525 Market St., San Francisco
Vinal—Harold Vinal, Ltd. ..... 562 Fifth Ave., New York City
Wagner—Harr Wagner Publishing Co. ..... 609 Mission St., San Francisco
Weber—C. F. Weber & Co. ..... 601 Mission St., San Francisco
Wiley—John Wiley & Sons, Inc. ..... 525 Market St., San Francisco
Winston—John C. Winston Co. ..... 149 New Montgomery St., San Francisco
World—World Book Co. ..... 149 New Montgomery St., San Francisco
Zaner—Zaner-Bloser Co. ..... Columbus, Ohio

SIERRA EDUCATIONAL NEWS

508 Sheldon Building, San Francisco

Official Publication California Teachers Association

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

School Library Visions

By MISS MARGARET GIRDNER
Librarian, Galileo High School, San Francisco.

[The subject, "School Library Visions," was presented by Miss Girdner on May 8, 1929, at the annual meeting of the California Library Association in Sacramento.]

THE POSITION of the school librarian in the present educational system is a rather interesting one, because we are in a transitional period in the history of educational theory. The entrance of the library into the school has been within such recent times, and it was an accident from the standpoint of the educationist. The work of the public library through its children's department had been so successful, that it was a natural result to introduce this feature within the school for its value in the teaching of good recreational reading habits and for the influence in improving the reading tastes. Thus the influence of the public library was carried into the school, and in many cases a small public library was erected within the school, sometimes under the direction of a teacher with enlarged vision, but more often under a librarian trained in the methods and procedure of the public library.

This valuable contribution of these pioneer librarians began to attract the attention of the administrators and teachers, and the library within the school began to function to enrich and supplement the offering, which up to this time had been limited to the textbook and the limit of the teacher's experience. But the students still turned to the library as they would to the public library, and the librarian too frequently remained a public librarian trained in the technic of the craft and imbued with the spirit of service; still not realizing her relation to this idea of an enriched curriculum offering, and in a great many cases even resisting the efforts of the school people to draw her into coöperation in studying their problems. So while libraries have grown in numbers they are too frequently libraries within the walls of the curriculum. Within the last decade we have been awakened to our isolated position, and school librarians are beginning to study these questions of relationships and tremendous opportunities and to build up school libraries in the real sense of the word. We are realizing that we have been so busy with our service that we have not given sufficient expressions to our ideals and objectives. In the meantime we have allowed the educator, only vaguely aware of the uses, the functions, and possibilities of the school library, and who is yet disappointed in our silence, to represent us in print. It is interesting to study the literature of the educational value of the school library as it has been presented to the meetings of schoolmen, and note that if there is mention of the library in the proceedings or in the yearbooks, the material is from the pens of these schoolmen.

In our thinking we have set up three objectives for the school library which are fairly universally accepted:

1. To enrich the curriculum—to offer a wider reference opportunity.

2. To develop in the student the power to use books as tools.

3. To build up an appreciation of books in general for avocational interests.

These have been fairly well maintained, but how are they to be tied up to these new methods of teaching which are being introduced? The entire method of instruction is being changed with the introduction of the new type of recitation. In the days when we were in school, we were assigned certain pages in a textbook to read and the next day we came back and repeated the facts to the teacher, who supplemented our information from her own experience. How different it is today! Now the class, influenced by the teacher, selects a subject in which they are interested; the teacher assigns certain phases of the subjects to groups of students, and the children are turned to a collection of books to find the facts which are then reported to the entire class for discussion and analysis. Instead of one book, they use many, and the product of the exercise is an organized body of factual material tested by judgment—their own. This type of instruction would seem to offer the great opportunity to the library in the school, but in reality it has within it the seed of its destruction. The educator experimenting with this new agency of instruction, without the coöperation of the library workers, has evolved a system of class-centered recitation which tends to decentralize the library, if not destroy it.

The so-called Morrison plan is being introduced to several of the schools of Northern California, and is now a subject of study for the school librarians. Under this plan, the pupils are not sent to the library for use of the books to seek facts, but collections of books, library units, as they are called, are sent to the classroom; and the preparation is not made under the direction and guidance of the librarian, but with the supervision of the teacher. The subject is no longer influenced to go to the library, and the whole school library offering is influenced in three conspicuous ways:

1. We like to think that in the school libraries we are training the pupils to a future power through present activity; that by going to the central school library for the supplementary material for his preparation, we are so training him to turn in future life without the school, to the public library for self-education. If we are to remove this necessity of the child, how are we to know that he will naturally turn to the public library in adult life? In other words, we are not training for independence in the use of books with this new method.

2. Instead of being an important influence in the school, we will develop the library into a shipping department, sending out sets of books to classrooms, and the teacher will enjoy those advantages which draw librarians into school work—the joy of leading the student into this adventure of exploration. We will lose this opportunity to expose the child to this multiple contact activity which will lead him into new life appreciations.

3. This type of teaching, in its destruction of the central library, will tend to discourage good librarians. With the selection of books removed, with library use decreased by over one-half, with attendant pupil contact removed, the position will tend to become merely clerical and unattractive to the true librarian.

Another problem which is agitating school librarians is the question of the handling of textbooks. Most librarians will try to avoid this task, because they feel that it does not combine well with that atmospheric ideal of librarianship which we cannot connect with the earlier type of school librarianship. Also they feel it will take time which might better be devoted to the true library work.

In the minds of other librarians another pic-

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ture of school service has grown up. We think of a book specialist, trained in the technic which makes for intelligent use of books, and with a knowledge of the objectives of instruction and an appreciation of the curriculum offering—the only teacher who comes into direct contact with every pupil in the school. To whom should any question concerning textbooks be turned rather than to the librarian—this book specialist? Why should the textbooks be turned to the commercial department for instance? True, it is a clerical task, but I remember when I studied the Dewey Decimal Classification, I learned that the History of Art went under the subject Art instead of History; in other words, the subject is more important than the method. Why should not the librarian, trained in the purchase, selection, and distribution of material, handle and supervise the whole supply of materials of instruction? She need not do the actual labor which can be turned over to the clerk, but she should be the supervisor. Thus with an enlargement of responsibility, the position of the librarian in the school would tend to become more important—a position ranking with those of the present administrative staff. She has an opportunity to develop beyond the exercising of influence; to develop into a real directing force. This would call for an increased number of librarians and might even lead to a specialization within the field offering positions such as administration, reference, readers' guides, and teachers' assistants. The possibilities are enormous, and a realization can only be avoided by an evasion of the attendant responsibilities.

School librarians are interested in the training of teachers, in the teacher-training institutions, both elementary and secondary. Until these teachers are taught in their preparation the possibilities of the library in their school work, the full value of the library cannot be realized. This question should also be of interest to the county librarians who spend so much time and energy each year in training the new teachers in the possibilities of their service. This should be a charge upon the educational funds, rather than upon the county budget. School librarians are interested in this training of the teachers.

Realizing a special interest in the problems of the school library, the school librarians of California organized a state association in 1915, and because the size of the state made frequent meeting impossible, divided into two districts for study and discussion. Two years ago, in Fresno, a meeting of the two districts was held with such success, that it was made an annual event. On April 19 of this year the second meeting was held in Santa Barbara with over one hundred school librarians present for the entire day session.

The reports presented at that meeting showed many problems facing school librarians for solution and study, and the accomplishments to date have been considerable. The Southern section with its many school libraries and ease of communication has made splendid growth, and evidence is at hand in their printed reports; a handbook which is the first attempt to list the workers in this field of library work (by the way, this is to be made an annual publication, editorship to alternate between the sections), a tentative course for instruction in the use of books and libraries for public schools, a splendid book list of 4000 titles for a high school library. A joint effort of the North and South is the publication of a survey of senior and junior high school libraries of the state appearing in the March and June numbers of *California Quarterly and Secondary Instruction.*

The work of the Northern section is not so well established, but the plan for the year's work is to consist of a study of the entire field of school library work, the status and possibilities of the question in California together with a study of correlating library agencies elsewhere, with the hope that sufficient data may be established to provide a basis upon which standard methods of practice and procedure may be founded. Seven committees have been organized under a general chairman, and these committees are to be concerned with the training and certification of librarians in school work, the improvement of librarians in service, and general questions of organization in the elementary, junior high, senior college, and state teacher colleges.

It is hoped that in the future arrangements may be made to hold the joint meeting of the school librarians in conjunction with the annual meeting of the California Library Association in order to hold fast our identity as library workers as well as teachers.

"Robert Lloyd Tone System, The Right Way to Use the Voice in Song or Speech," receives a very fine endorsement from Arthur Fickenscher, School of Music, University of Virginia: "Now regarding this book. It is the most practical and sane statement of the fundamental principle of handling the voice that I know of. One particular thing I like about it is that it is not so all-fired involved that it needs a key to unlock your special scriptures." (The book is published by Harr Wagner Pub. Co. Price $1.25.)

A picket frozen on duty—
A mother starved for her brood—
Socrates drinking the hemlock,
And Jesus on the rood;
And millions who, humble and nameless,
The straight, hard pathway plod:
Some call it consecration,
And others call it God.

—*William Herbert Carruth.*

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7—A Study in School Posture and Seating.
8—Hygiene of the Seat Back.
9—School Posture in Relation to Visceral Organs.
10—Scoliosis and School Seating—A Study in Arm Rests.
11—Left Handedness.
12—For the Comfort of the Crippled Child.
13—The Height of Kindergarten Chairs.
14—Grade Distribution of School Desk Sizes.
15—Tablet Arm Chairs—Their Use and Abuse.

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THE WESTERN JOURNAL of EDUCATION

SEPTEMBER, 1929

The educational people of California were shocked to learn of the passing of S. M. Chaney on Thursday evening, August 29. He had dined at the home of Horace M. Rebok in Berkeley, Cal., and retired to his apartment, where he died alone, during the night. Mr. Chaney was respected and loved by his coworkers and friends. He was born in Illinois and lived in Glenn County, California, for thirty-four years. He served as County Superintendent for twenty years and as manager of the Placement Bureau of the C. T. A. for three years. He was a life member of the C. T. A. and a member of both the Masonic fraternity and Odd Fellows. He was termed Glenn County's best-known citizen.

FEATURES IN THIS ISSUE

Suggestions for Celebrating Columbus Day

How to Teach Columbus ..... *Leonard G. Natkemper and George Wharton James*

Jottings of a Traveling Bookman ..... *W. M. Culp*

Rural Supervision ..... *Helen Heffernan*

Library News Department ..... *May Dexter Henshall*

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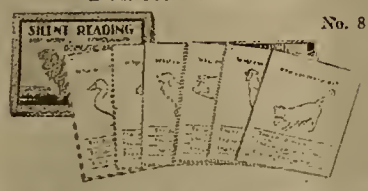

12 pictures of familiar animals and fowls for the child to name. Words printed below the picture can be cut out to use in building sentences. Price, $0.25.

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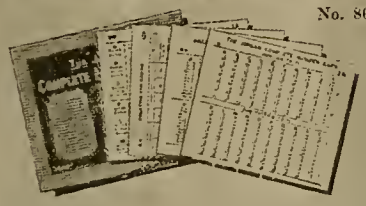

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SUGGESTIONS FOR COLUMBUS OR DISCOVERY DAY

BLACKBOARD WORK—Columbus discovered America October 14, 1492.

Christopher Columbus was born in Genoa, Italy, in the year 1846.

He studied Latin, mathematics, and astronomy at school, and learned to make maps and charts.

Columbus believed that the earth was round, and the more he studied the more he believed that he could sail around the world.

After many trials he finally secured the assistance of Ferdinand and Isabella, king and queen of Spain, to assist him to fit out ships so that he could sail westward, and circumnavigate the earth.

The ships were named Niña, Pinta, and Santa Maria. They set sail from Palos, Spain, Friday, August 3, 1492.

They landed on San Salvador, one of the group of the Bahama Islands, October 12, 1492.

Columbus returned to Spain in April, 1493.

He made three other voyages: one to the West Indies, one to the east shore of South America, and one to Honduras and Central America.

The great explorer died poverty stricken and neglected in 1503.

The people now delight to honor him, and the poem "Columbus" written by Joaquin Miller, which celebrates his first voyage, should be studied by every school child.

Things to do for Columbus Day

MAKE POSTERS representing Columbus or Discovery Day. These may be decorated with pictures of Columbus, his ships, Indians, a court scene, etc., etc.

Make Discovery-Day booklets, which will include pictures and a story of Columbus.

Make patterns of Columbus's ships for a border or window decoration.

Dramatize different scenes from Columbus's life. Discuss the lesson Columbus's life teaches others.

Draw maps of the world: (1) as it was thought to be in Columbus's time; (2) as it is thought to be today.

Columbus

THE STUDY of this poem will prove an excellent lesson on American ideals, and is a suitable exercise for a Columbus Day celebration. Leonard G. Natkemper and George Wharton James in "Delight and Power of Speech" gave the following analysis for the teaching of this poem:

First dwell upon the outlines of the history of Columbus, his early struggles and mastery of hardships. Recall that it was in his day that the new idea of the rotundity of the earth was being largely discussed. Watch the growth of this idea in his thought until there springs up the confident assurance that if this idea be true it must be possible to reach India—or any other land—by sailing around the earth in *either* direction. Confident of his idea, his scientific mind demands knowledge, demonstration. He seeks help to find out. Is rebuffed on every hand. Called crazy, insane, a fool, a lunatic. The idea persists. It grows into an obsession. He knows, and now his soul demands that he compel *other people* to know. The more rebuffs, the greater his determination. Get hold here of the great fundamental thought that moves the universe, that works all the marvels that man has accomplished, viz., that when you link up with Truth, you are linked up with God—the Supreme Power of the Universe—and there cannot be any failure to a man so connected. All Columbus had to do was to persist. He did so, and finally Ferdinand and Isabella were convinced; the money needed was raised; the ships provided; and the happy, joyous Columbus set sail to demonstrate to the world that which his soul had already convinced him was true.

Now remember the ignorance of the world-at-large on the subject. Recall that his sailors were densely ignorant and fearfully superstitions, but Columbus had never given that a thought.

He set sail, full of delight, happiness, confidence. Now refer to the poem. (1) He and his sailors alike knew that the islands of the Azores and the Gates of Hercules were behind them. (2) Here, however, is a difference in the knowledge of Columbus and his sailors. He, with the eye of scientific confidence, could see ahead, though there was nothing in sight but shoreless seas, not even the ghost of shores. The sailors saw nothing but the uncharted and unknown seas. Do you not feel their awe and superstitious fears? Can you not picture their fearful whisperings together, as they sail further and further, between them and the mate? (3) Observe the *dread* of sailors and mate. The stars with which they are familiar disappear and new and strange ones appear, adding new fuel to their superstitious fears. (4) The mate asks Columbus how he shall reply to these fears. His mood is one of fear and growing alarm excited into the action of questioning. (5) Now ask yourself: What would be Columbus's natural reply? Remember he has given years of thought to this subject. He has no question as to the success of the voyage. Expecting to sail on uncharted seas, they have no fears for him. He *knows* what he will find when he has gone far enough around. The fears and questions of the mate are absurd, preposterous. There is but one answer: Calmly and confidently he gives it, "Why, say, 'Sail on! and on!'" Matter of fact, almost indifferent, totally unconscious of the seething fears bubbling up every moment afresh in the hearts of his sailors. What kind of intonation in his voice would such a question call forth?

(6) For the time being the questionings of the men are satisfied, and they *sail and sail* (don't hurry in giving this repetition) *as winds might blow*. The fears and questionings now begin afresh. (7) The fear is indicated in the word *blanched*, and in the mate's words. (8) Being away from familiar scenes, and all other men, his and his sailors' small minds fear that even God has lost sight of them. The winds are lost, God is not here. (9) Hence there is increasing urgency in his second appeal to the admiral. But Columbus (10), seeing the vision by his dream, neither sees any reason for fears, *nor does he yet become aware of the fear* expressed in the mate's voice. His reply, therefore, is the quiet, scarcely heard voice of the dreamer, given much lower and quieter than his ordinary talking voice, but with the deep intensity of a man who has but one purpose.

Pause now for a few moments to allow this quiet urge of the admiral to *sink in*. Don't hurry. Then let the next stanza open with some degree of haste and excitement. (11) The mate's tone now is one of definite, open remonstrance. It is all very well for his admiral to say "Sail on!" He—the mate—has to come in direct conflict with the men. They are growing mutinous. They are growing *ghastly wan and weak*. Even he (12) had begun to think of home and, in spite of himself, tears (13) (for is not this suggested in "a spray of salt wave"?) washed his swarthy cheek. Hence now, his question is more

definite. He seeks to "pin" the admiral down to a fixed time. (14) He gives him until dawn to see land. But the admiral, feeling that each *dawn* sees him *nearer to the goal* of his heart's desire, and impatient that the foolish fears and unreasoning terrors of his men should even threaten the possible thwarting of this desire, replies sternly, impatiently, and somewhat fiercely. (15) He shall say at break of day, land or no land, fears or no fears, *but one thing*, and he puts such emphasis upon it that no one can misunderstand.

Here, again, pause. Let this firm determination "seep" into the minds of the hearers. A few moments is long enough, but to speed on immediately to the fourth stanza is to lose a striking effect. Then, in perfectly natural, quiet voice, continue the story: *They sailed.* (16) Observe the repetition of this statement. Why is it repeated? A thoughtful author doesn't repeat for nothing. Here, by the repetition (17) Joaquin Miller seeks powerfully to impress upon his reader that after they had sailed a long, long way further, they *still* sailed on. Hence, is it not apparent there must be quite a little pause between the first "They sailed" and the second? Try the effect of this and see the result.

Now (18) the mate, forced by his own and his sailors' fears, though assured of the displeasure of the admiral at his voicing of these fears, braves his anger by calling his attention to the coming storm on the sea (19), and he becomes more (20) agitated as he expresses his own fears. (21) Yet he knows the courage of the admiral, and consciously or unconsciously pays him the tribute of bravery. At the same time, as hope has almost fled from the bosoms of himself and his shipmates, he asks the question, pleadingly, agonizingly: *"What shall we* (22) *do when hope is gone?"* In the answer, all of Columbus's exasperation, despair, determination, are compressed. Has he studied, prayed, pleaded, striven for years, and come thus far to be balked by the fears of a few craven cowards? Is he now, just now, when success must be close within his reach, to fail? No, by the Eternal, he shall not fail! The childish cries of his men shall not avail. He will compel them to go on, and, as though he were maddened beyond control his words "leapt like a leaping sword," (23) and cleave the air with ringing sound that strikes down all opposition, *Sail on! Sail on! Sail on! AND ON!*

Let the crescendo come with all the power, force, voice, of which you are capable. Prepare for it. Get the lungs full of air. Put all the intensity and passion of a lifetime's hopes, desires, ambitions, into it, and feel as though you had these cowardly sailors by the throat and were determined upon pouring your will into their craven souls.

Again pause, before going to the last stanza. Elbert Hubbard and his wife, both of whom were public speakers and readers of high order, regarded this sixth stanza as an anticlimax. Personally, I do not. Properly given, it is a most powerful climax to a most powerful poem. Ask yourself: After the expression of an overwhelming emotion, what natural reaction is felt? (24) One of weariness. Add this thought to the thoughts expressed in the words. Long and endless vigils, harassment from his men, *doubts in his own soul*, which, however, he dare not voice. (25) That night was so dark because, crushed by long-continued opposition, and his body weakened by constant watchfulness, and the urge of his passion, even *he lost hope.* But thanks be to God, there are men like Columbus who, even when hope seems gone, when there is no light whatever in *"that night of all dark nights"* still persist. For, is it not darkest just before dawn? Suddenly our minds are transferred to the lookout man. (26) He sees a speck. Wonderingly he looks at it again and again, until he is assured it is a light, so he gives the warning cry: (27) "A light!" Now notice the repetition of the word light. Three times it appears. Why? Most critics account such repetitions as proofs of an author's weakness, but they little know Joaquin Miller who so regard his repetitions. Let your brain work awhile. Remember, Columbus and his sailors have been weeks away from land, sailing on unknown, uncharted seas. They are becoming used to seeing no land, nothing but seas upon which even the winds have lost their way. Yet the lookout sees a light. He satisfies himself. He gives the signal call: "A Light!" For dramatic purposes we can imagine that everyone on the vessel hears it. Incredulously they call out a query: "A Light?" It cannot be! But, sure of himself, and seeing it more clearly each moment, the lookout assertingly replies, "A light! I tell you!" Then, all doubt removed, filled with joy, their fears dispersed, their bodings and apprehensions removed, the sailors hysterically and joyously unite in the cry: "A Light!" and the reason for the three "a light's!" is made clear.

Now, the poet (28) changes the thought and rapidly introduces figures of speech. The light on the first land seen by Columbus ultimately grows to the "starlit flag of freedom" of the United States, the flag of the people, the flag of a true republic, the flag of genuine democracy. But it grew further. (29) That light, and that flag, grew to be "Time's burst of dawn." In other words, until all men, everywhere, in every way, are *free*, mankind is still in the night. The dawn comes only when men can be themselves, as God intended they should be when he created them. Hence triumphant joy should be expressed in speaking of this flag, and what it means to the world.

Then, calmly, quietly, bring the mind back to the admiral. What did he gain? (30) "A world." And he gave that world its grandest lesson; that of persistence in following the vision of the higher and larger things, *On! Sail on!*

COLUMBUS

Behind him lay the gray Azores.[1]
Behind the Gates of Hercules;
Before him not the ghost of shores,[2]
Before him only shoreless seas.
The good mate[3] said: "Now must we pray,
For lo! the very stars are gone.
Brave Adm'r'l, speak, what shall I say?"[4]
"Why, say,[5] 'Sail on! Sail on and on'!"

They sailed and sailed[6] as winds might blow
Until at last the blanched mate[7] said:
"Why, now, not even God would know,
Should I and all my men fall dead.[8]
These very winds forget their way,
For God from these dread seas is gone,
Now speak[9], brave Adm'r'l, speak and say—"
He said,[10] "Sail on! Sail on and on!"

"My men grow mutinous day by day;[11]
My men grow ghastly wan and weak!"
The stout mate thought of home;[12] a spray[13]
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say,
If we sight[14] naught but seas at dawn,"
"Why, you shall say, at break of day:[15]
'Sail on! Sail on! Sail on and on!'"

They sailed.[16] They sailed.[17] Then spake[18] the mate:
"This mad sea [19]shows his teeth tonight,
He curls his lip, he lies in wait
He lifts his teeth[20] as if to bite!
Brave Adm'r'l,[21] say but one good word;
What shall we[22] do when hope is gone?"
The words leapt like a leaping sword:[23]
"Sail on! Sail on! Sail on! and on!"

Then pale and worn,[24] he paced his deck
And peered through darkness. Ah, that night[25]
Of all dark nights! And then a [26]speck,
A light![27] A light! At last! A light!
It grew,[28] a starlit flag unfurled!
It grew to be Time's burst of dawn.[29]
He gained a world,[30] he gave that world
Its grandest lesson: "On! Sail on!"

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

IN LATE AUGUST Monterey Bay and the Monterey Peninsula are at their finest. Fogs are away and the sunshine gives softness of climate as on the Gulf Coast.

BEAUTY OF BLUE SEA, hundreds of fishing smacks, Pop Ernest's Place, wharves, fish canneries, lighters of gleaming sardines, pounding abalone for market, narrow, paved streets on which old adobes of early California jut modern buildings, forested hillsides, switch engines shunting cars on the water front right of way, curio seekers, motor cars, and a neighborhood community of 30,000 people in Monterey and Pacific Grove that have come into being without the customary fanfare.

A HIGH SCHOOL on the hillside in charge of E. R. Morehead. An athletic field, a perfect green oval carved out of the hill in front of the high school buildings.

MONTEREY SCHOOLS growing and expanding under Superintendent J. H. Graves.

THE SALINAS VALLEY—one of the most prosperous farming sections in the United States—once the home of huge grain and beet ranches, now given to the growing of lettuce—some 9682 carloads and more a year. The growing of lettuce when it can be grown nowhere else, and the marketing of it in Eastern markets from the country surrounding Salinas has made that city opulent. It shows in the paved streets, the hotels, the fine

grammar schools under Superintendent Authur Walter, and the high school and junior college in charge of E. L. Van Dellen.

Around the rim of Monterey Bay to the north is Watsonville and the rich Pajaro Valley—apples, lettuce, and flowers; Watsonville schools and Superintendent T. S. MacQuiddy who has made educational history during his many years' work in that city.

Through wooded hills, here and there cleared for vineyard and apple orchard, is the heart of the Santa Cruz County resort section to Santa Cruz at the foot of the big redwoods.

Santa Cruz after many years of quietness has decided on many new improvements. In rapid succession have come an all-city paving program, a sewer system, and the solving of the water problem that had been vexing the city for years.

Under Superintendent Karl F. Adams, the city of Santa Cruz is considering its latest great forward step which is the replacing of some of the old school buildings that grandparents of present pupils attended. A bond election for $330,000 is soon to be called, sponsored by a committee of twenty-five of the Chamber of Commerce, to secure money to replace three old schools. These new schools will care for seventh and eighth grade pupils and will relieve the crowded high school of its ninth grade students. While not under the junior high school organization, these three schools will be run on the departmental plan.

Santa Cruz has seven grammar schools enrolling 1600 pupils, and one high school with 875 students.

Superintendent Karl F. Adams of Santa Cruz believes in utilitarian effort. In the Smith–Hughes work carried on in Santa Cruz under the direction of Charles V. Stewart of the Santa Cruz High School, Mr. Adams has made possible a great program. A four-year Smith–Hughes course in carpentry and machine shop is given. To gain practical experience, the carpentry classes are allowed to work on school building units. The carpentry class last year built the girls' gymnasium and the girls' club, at a cost of materials of $50,000. The gymnasium has a huge playing floor, unobstructed.

The girls' club room is a beautiful piece of work finished with large redwood panels, with four great redwood beams upholding the ceiling, and an immense fireplace constructed of Santa Cruz native granite.

Mr. Adams and Santa Cruz are most fortunate in having Mr. Stewart, who has charge of the students. Mr. Stewart has had much experience as a contractor and builder and is also president of the Carpenters' Union and Trades Council.

The plans followed in the buildings are by John Donovan, architect of Oakland. All work in the gymnasium units was done by the students aided by three or four trained carpenters.

In addition to the school buildings erected, the carpentry class, under Mr. Stewart, builds homes, garages, etc., for citizens of Santa Cruz. The citizens furnish the materials and the students get the practice.

Miss Arlie B. Corbett from Mountain View has been secured as the first attendance officer that San Benito County has ever installed. Miss Corbett holds a secondary and an administrator's certificate.

The San Benito County Board of Supervisors has established the first kindergarten in San Benito County this year, in Hollister under Superintendent C. A. Brittell.

The San Benito County Schools under Mrs. Catherine Gray Hooton, Superintendent, exhibited at the Sacramento State Fair this year.

Mrs. Catherine Gray Hooton, Superintendent of San Benito County schools, is furnishing a new manual in which new courses of study in reading, spelling, language, and penmanship are presented. These courses were the outcome of an extension program of course of study work of the San Jose State

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Teachers College, given by Assistant Superintendent A. H. Horrall of San Jose last spring. Thirty San Benito County teachers took the course and made special studies of distinct parts of these courses. After they had turned in their papers, Mrs. Hooton edited them for her new course of study in the above subjects.

THE RECENT PASSING of H. G. Bacon, one of the noted rural school educators of San Benito County, was an unfortunate occurrence of this year. For thirty-nine years Mr. Bacon had worked in San Benito County in connection with school affairs, and his kindly and scholarly influence upheld the traditions of the true schoolmaster. For twenty-seven years he was a member of the San Benito County Board of Education and was ever an earnest worker. The whole county misses his influence. His teaching record is as follows: 1890—Jefferson School—one year; 1892—Cienga—one year; 1893—Willow Creek—three years; 1897—Bear Valley—twenty years; 1917—retired; 1901–1928—member San Benito County Board of Education.

DE WITT MONTGOMERY, Superintendent of Visalia schools, expects to have a bond campaign in the near future for a junior college unit.

L. J. WILLIAMS, principal of the Visalia High School and Junior College, has an enrollment of around nine hundred in the high school and two hundred in the junior college.

E. B. SHOESMITH has been elected to the District Superintendency of Tracy. Mr. Shoesmith, as District Superintendent of Pleasanton Grammar School for three years, made an outstanding success of his social studies program. Previous to Pleasanton, Mr. Shoesmith was principal of the Mount Shasta Grammar School for five years. He is a graduate of the Chico State Teachers College and has done educational work at various institutions, including Stanford University. Mr. Shoesmith will undertake a socialized program in Tracy and inaugurate a modified junior high school system. A school newspaper once a week, 4 H Clubs supervised studies, will be features. Tracy has three schools and twelve hundred pupils in charge of thirty teachers.

E. B. Shoesmith, District Superintendent, Tracy, Cal.

A. G. ELMORE, County Superintendent of Stanislaus County, and Mrs. Elmore, Deputy Superintendent of the county, had an enjoyable vacation by motor in Northern California and Oregon, visiting Crater Lake on the trip.

THE TURLOCK GRAMMAR SCHOOLS, under District Superintendent Della B. Heisser, for the second consecutive year won the first trophy for the best general exhibit in the class of special supervisors at the Sacramento State Fair this year.

MISS DELLA B. HEISSER, District Superintendent of Turlock, was in attendance at the N. E. A. at Atlanta this year and a visitor for some time in Ohio this summer.

LOS ANGELES COUNTY, the greatest educational county in the West, under H. S. Upjohn, Superintendent, is determining a new advance upon education. Mr. Upjohn has just established the first county department of curricular work in California. As director of curriculum, there has been appointed Mrs. Lorraine M. Sherer, for the last three years District Superintendent of the Garvey school district. Mr. Upjohn has determined that Mrs. Sherer's first work will be upon a social studies course—the tentative program of which is now being included in the new county course of study. Mr. Upjohn has established the department of curriculum for the express purpose of having it prepare materials for the consideration of the County Board of Education. The County Board of Education will express what problems it wants studied and a thorough survey will then be laid before it for its consideration and action.

Lorraine M. Sherer, Director of Curricular Work, Los Angeles County

H. S. UPJOHN, Superintendent of Los Angeles County schools has outlined a new procedure for the institute program for the week of December 16 to 20 of this year. The first two days of the week are set aside for meetings of teachers of allied interests, in school buildings outside the City of Los Angeles. There will be six different groups under chairmen who will have entire charge of making and carrying through the program. The tentative plan is to have one speaker at these sessions, and then have the teachers break up into smaller units for round tables, exhibits, and talks by local teachers and administrators.

Mr. Upjohn, by thus decentralizing the program, hopes to have wider participancy and interest of the rank and file in the institute work. The six sections and chairmen are as follows:

(1) Two sections of rural schools up to four teachers in charge of rural supervisors. Melvin Neel and William J. Cagney.
(2) Kindergarten–primary, under Primary Supervisor Lida C. McCoid.
(3) Intermediate grades under Mrs. Lorraine M. Sherer, director of curriculum.
(4) Upper grade group under U. G. Durfee and W. O. Lowe, Assistant County Superintendents.
(5) High schools and junior college under A. C. Wheat, Assistant County Superintendent.
(6) Administrators and supervisors under John R. Hunt, supervisor of attendance.

On Wednesday H. S. Upjohn will have a general session of all Los Angeles County teachers at the Bible Institute in Los Angeles. On the last two days of the week, the county teachers will attend the meetings of the Southern Section, C. T. A. As usual, ten sessions will be required for the week's institute.

DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan
Chief, Division of Rural Education of the State of California.

Transformation of Our Rural Schools

By Frank Willard
Principal of Central–Gaither Union Grammar School, Sutter County

Of the many thousand rural schools throughout the country there are but few in which the community in general takes an interest in their beautification.

Grammar schools of a city, public buildings of a county, churches, cemeteries, even an adjacent high school will have beautiful lawns, fragrant flowers, ornamental shrubbery, and artistic drives, but the rural school with its inferior buildings, neglected surroundings, rough and uninviting playground, and unsightly, unsanitary nuisances, remains as a time-honored institution to old settlers, and offers all the educational opportunity available for the rural boys and girls who will have to meet an increasingly complicated social organization in their adult life.

The transformation depicted in the accompanying pictures, together with a brief story of how it happened, is offered as a suggestion of how a rural school was made an attractive environment for the educative process without working any hardship on overburdened taxpayers.

Central–Gaither Union was the result of a mutual necessity. The Central and Gaither schools are located twelve miles south of Yuba City, Sutter County. For over half a century these schools, separated by a span of six miles, had served the numerable children of pioneer families.

The day came when grain fields gave way to luxuriant orchards and vineyards. The influx of population increased the attendance until accommodations were no longer adequate. In 1921 the two districts were unionized. The old sites were sacrificed for one centrally located in the new union. A bond issue was voted. Construction was begun on a beautiful $40,000 building, including classrooms, storeroom, restroom, library, and a spacious auditorium with splendid stage equipment. It was convenient and attractive on the inside, as new buildings usually are, but outside the eye was greeted by a bare and beaten graveled drive. Dog fennel and dried foxtail were evenly distributed over the grounds.

With the building of the new school plant, the P. T. A. was stimulated to most efficient work. With the parents and teachers coöperating for the welfare of the children, the organization began to widen the scope of its activities and increased its membership. The P. T. A. purchased a motion picture machine, electrically equipped the lunch kitchen, laid over 211 yards of concrete sidewalk, and last of all planned to beautify the grounds. Those who wanted to see a beautiful lawn, a border of flowers, attractive shrubbery, to give life and color to the outside, to create a desire in the lives of the children for aesthetic tastes and love of the beauties of nature, were overwhelmed by objections on the part of those who believed the proposed plans impracticable. The opposition gradually yielded when they found the teachers and school trustees squarely behind the program of school improvement. The problems of purchasing shrubbery, extending water lines, and leveling ground presented serious obstacles to meet with limited funds available.

It was out of the question for the P. T. A. of the Central–Gaither district to look to the trustees for financial assistance in carrying out the program they had projected. With the enormous expense of maintaining the plant, hiring of janitors, furnishing transportation, the funds of the district were generally exhausted regardless of how eager they were to assist in any improvement of this sort that would be beneficial to the school.

For a time progress lagged and it was thought impossible to continue; then it was discovered that there were enough funds to continue the pipe line and furnish the janitor with needed assistance in the planting and care of the lawn and shrubs. The question of leveling the ground, preparing it for planting, and purchasing shrubbery and trees was left to a committee to devise ways and means of solution.

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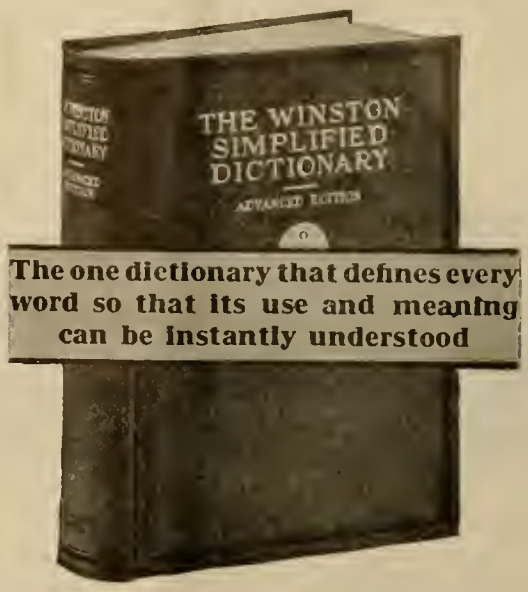
—*Western Journal of Education.*



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A community day was arranged, which was productive of as much enthusiasm as a barn-raising or husking bee of pioneer days. Willing hands came from far and near. Tractors, plows, and scrapers were loaned and much county equipment was ushered into action. Everything moved along harmoniously. Fully two score men were on the grounds at an early hour awaiting the coming of a landscape engineer who had volunteered his services, and under his able leadership the work began to assume form and shape.

Central Gaither Union School, 1922 to 1926

The same school since 1926, and growing more beautiful every day.

The eager workers were marshaled into crews and the work of breaking, leveling, and planting went on in orderly fashion and results were accomplished with a minimum of effort. All enjoyed a jovial good time along with the manual labor, and did full justice to the sumptuous midday meal prepared by the women of the district. By the end of the day the grounds were in splendid condition, the shrubbery had been set out, many ornamental shade trees placed along the drive, and a grove had been planted for a future picnic ground.

What has been accomplished in this very common type of district would be possible anywhere, and in most places the natural beauty of the grounds could be enhanced with much less effort.

Now the question arises, who is to assume the initiative and responsibility in a project of this kind? Who should be ready to make the suggestion and organize a program for the beautification of our rural schools? Who has the training and perspective to bring to the children the appreciation of beauty? The logical answer is the teacher. The teacher is in a position to assume leadership. Any feasible program undertaken by the teacher usually receives the hearty support of the community. It may take much diplomacy and continued reiteration but it can be accomplished. From the views presented the reader must not get the impression that the Central–Gaither grounds became beautiful overnight, as it took a period of four years to create a sentiment favorable to the program and two years thereafter to bring the program to completion.

Today the pupils of this school feel themselves to be copartners in the enterprise and all feel a responsibility for its preservation. Not only have these grounds become the pride of the community but they have been a direct incentive for the beautifying of the home grounds of many of the pupils, thus promoting the "Better Homes" movement sponsored by the farm bureau and women's clubs.

"The true test of our civilization is the kind of home we are willing to live in, and the influence of our schools should help to form a disposition for those things that make home life happy and healthy. Day by day beautiful, comfortable, and clean surroundings will have their ethical effect upon the pupil's development until he comes in time to abhor anything that is not beautiful, well ordered, and clean. When pupils grow up and have homes of their own they must have them clean, neat, and fringed with shade trees and flowers."

One of the purest pleasures in the world is the appreciation of beauty. Beauty lies all about in the environment of the rural child but his attention has not been directed to it. A beautiful school constitutes a part of the child's education.

Supervision of Schools for Children of Seasonal Laborers

By FRANCES AVERILL
Supervisor of Immigrant Education, Fresno County

DURING THE YEAR we have attempted to find out two things regarding our migratory schools:

1. How migratory are these children?

As nearly as we could estimate, almost half of our migratory school population had left our schools by Christmas time, to return to regular permanent winter homes. Many of the children from other parts of Fresno County (Selma, Malaga, Sanger, and Fresno) pick cotton during the autumn and then return to their regular schools. This gives us the definite responsibility of holding these children up to the county standard so they will be able to go back into their regular grades.

2. The second question we have been interested in solving is "How much of a non-English-speaking problem do our migratory children present?"

According to reports received from nine of our teachers last January, there had been only three children over eight years of age who did not speak any English. There were twenty-seven children, six to eight years old, who spoke no English. All the children were handicapped by a limited vocabulary. This shows a great improvement over the situation of several years ago when large numbers of the children did not speak English.

In order to attempt some sort of a solution to the unsolved question, "How shall we best handle our emergency schools?" we organized one of the groups at Mendota into an experimental school. Mrs. Nannie Giffen was the teacher in charge, and was assisted part of the time by Miss Ellice Hunt. We tried out individual instruction, and used some of the lesson sheets sent us from the Big Sandy school by Mrs. Myers. The experiment was tremendously successful, and we feel convinced that the individual instruction method offers a solution to the question of how to handle a school for migratory children.

A further experiment was carried on by Mrs. Ada Giffen, who supervised music for the first time in the migratory schools. She reports that progress has been made and next year hopes to do demonstration work showing what can be done in music in migratory schools.

The physical education supervisor also visited the school several times and is hoping to work out a program for these schools. It is possible that organized rest periods may be as valuable as exercise for these children, especially during the picking season.

Upon the suggestion of Mrs. Lillian B. Hill the health department was asked to examine the children in our experimental school. We received wonderful coöperation. A doctor and two nurses spent the day in the school, examined all the children, and located several cases that needed attention. Two children were taken to the hospital for immediate diagnosis and treatment. There are several tonsil cases that the county nurse will have taken care of during the summer vacation. At the time of the examination there were thirty-five children in the school. Of these there were only two under-weight children and only one case of pediculosis.

Mrs. Lillian B. Hill, chief of the bureau of migratory schools, sent us a check for $7.50 which was given to her by the Palo Alto Chapter of the Daughters of the American Revolution for work in migratory schools. She recommended that it be used in some kind of health work. We purchased canned milk, chocolate, oranges, and graham crackers, and served a mid-morning lunch to six of the children whom the nurse felt would be particularly benefited. At the end of a week and a half the two under-weight children had gained eight to ten pounds each. Two large boxes of used clothing were also donated by the same chapter of the Daughters of the American Revolution.

During the year the following agencies have coöperated or have expressed interest in our work: State Department of Education, State Department of Child Hygiene, Daughters of the American Revolution, Kiwanis Club, Vacation Bible School, State College Training School, College Y. W. C. A., Tuberculosis Association, County Health Department, County Hospital, Immigration and Housing Commission, Department of Labor, County Library, Department of Public Welfare, Fresno County Council of Social Workers, Parlor Lecture Club.

Next year we hope to improve all our schools in the following ways:

1. Mrs. Nannie Griffen's school is to be an experimental school where we shall continue to try out our ideas. It will be arranged for the other teachers to visit this school.

2. Trustees have been urged to pick out their migratory school teachers well in advance of the time they are to begin work, so we can take the teachers to visit Big Sandy, Mrs. Giffen's school, and some of the classes for foreign children. In this way they can get their ideas organized before opening their own schools.

3. Trustees of all the migratory schools have been interviewed, sometimes several times, and their interest in the schools aroused. In almost all the districts small funds are being allowed in the budgets for work materials, charts, etc., which the teachers have not had before.

4. In two schools two teachers had to work in a single room; additional space will undoubtedly be provided for next year.

5. Where there has been an increased planting of cotton, trustees are being urged to plan school facilities now, rather than wait until it is too late to do anything in the autumn.

6. Sufficient state texts are being ordered to meet the needs more nearly.

7. County supervisors of music, physical education, and agriculture are already making plans to assist with the work next year.

8. There will be frequent group meetings with the teachers. We want them all to feel that this is an important experiment, to the solution of which each can contribute something.

9. If contributions are available from organizations or individuals, we hope to serve, in at least some of the schools, a hot drink in the middle of the morning. During the cold foggy days the children cannot play out of doors. Another program for recreation must be worked out.

THE OBJECTIVES OF MODERN SCIENCE

The impossible has become a fact. What once seemed impossible in science teaching may be accomplished. What is it which modern science is trying to accomplish? Science in education, as in the growth of knowledge of special sciences, is trying to encourage the spirit of inquiry, the desire to know, the ability to ask and answer questions for the sake of answers, but chiefly as these answers increase interest and ability in answering other questions. Science recognizes that continued evolution of human mind depends upon the continued use of mind in inquiry, in conclusion, in applications, in the establishment of new truth. Science accepts Poincare's statement that "man is the measure of his own universe."—*From "Next Steps in Science Teaching," by Otis W. Caldwell in "School Science and Mathematics."*

WORLD ESSAY CONTEST

The American School Citizenship League world essay contest for 1929 is announced. Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essay on one of the following subjects:

1. Open to students in normal schools and teachers' colleges, "The Influence of Education in Eliminating War."

2. Open to seniors in secondary schools, "Above All Nations Is Humanity."

Three prizes of $75, $50, and $25 will be given for the three best essays in each set. For particulars write to Doctor Fannie Fern Andrews, 405 Marlborough Street, Boston, Mass.

VOCATIONS

By William M. Proctor
of Stanford University

This book has been prepared to help junior and senior high school boys and girls find vital information about the many ways in which people make a living.

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HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

False Economy

THE BUILDING OF CUPOLAS, expensive ornamentation, and capitalistic ornamentation, continues in school building plans, and there is strict economy, so called, in the purchase of school texts, supplemental and reference books for elementary, junior, and senior high schools.

Yolo County, under the able leadership of the county librarian, Miss Laugenour, fought against a cut of 25 per cent in the tax rate for county library purposes. Many of the cities are afraid to use the maximum allowed by law for school books. They do not hesitate in the building program, but when it comes to books, it is a different matter.

We immediately apply remedies to the undernourished body of the child, and do not count the cost. We must contribute to the undernourished mental condition of the child. Books are the cheapest, the best, and the most desirable aid to the mental and physical growth of the child.

We were told recently of a high school district that paid seventy cents per volume to rebind some old, worn-out textbooks, where the paper was messed up and contained possibilities of germs, etc. It is false economy to rebind textbooks. They are usually bound so as to stand use for three to four years. No textbook should be expected to last more than three years. At the end of that time it should be given to the junk man. Rebinding is false economy.

Do not take our word for this. It is possible that we might be prejudiced and not have a forward look into the matter. Well, figure it out for yourself. Count the cost of the rebinding and the cost of the new book compared to the old one, and your decision will no doubt be similar to ours.

The man who talks you into rebinding may also have an ax to grind. The man who advocates expensive equipment has an ax to grind. The world is full of people with axes to grind. The best thing to do is always to study the problem from the standpoint of truth, not prejudice, and then you will realize that it is false economy to cut down on textbook purchases and to rebind old and worn-out books. Do not do it.

ANNE HADDEN, the efficient librarian of Monterey County, has resigned to accept the important position of librarian of the City of Palo Alto. Miss Hadden has been one of the outstanding leaders in county library work and her new position will give her splendid opportunity to carry on.

COLUMBUS DAY AND ZEPPELIN DAY should be studied together. The imagination can hardly encompass the voyage of Columbus who sailed on and on over the seas, and of Doctor Eckener who, in 1929, sailed on and on above the seas and circumnavigated the globe in less than thirty days.

ALICE ROSE POWER, principal of the Washington Irving School, and a member of the San Francisco Board of Education, during her experience as a teacher, developed a primary reader called "Jingles," a reader for beginners. It has a steady and continuous sale and has been listed in many of the forward-looking courses of study in the United States. Cleveland, Ohio, has purchased many copies of it to supply the demand in that city.

LEE RANDOLPH, director of the California School of Fine Arts, Chestnut and Jones streets, San Francisco, has just returned from a tour of the art centers of Europe. Director Randolph is doing a splendid work for real art in California. He is modern, and holds to the best there is in the art of the past.

THE HARR WAGNER PUBLISHING COMPANY is specializing in the promotion and sale of "Seventy-Five Years in California," by William Heath Davis, price $10.00; "A Short History of California," by Professor Hunt and Mrs. Sanchez, price $4.50; and "The Life of Ambrose Bierce," by Walter Neale, price $5.00. These are new books. Order for your library now.

THE LONDON BOOKSELLER has always been an individual with "It." Personality was the power that attracted men to the little old bookshops. In Los Angeles there are men like Parker and Jones, whose names are a part of their establishment in trade. In San Francisco, A. M. Robertson, Paul Elder, and John Howell, and in Portland, J. K. Gill are names that have to do with culture, education, knowledge of books and book buyers. In Sacramento there is a bookstore of real character, because Mr. Levinson is back of it, part of it, and he has an intimate knowledge of books. He has more than knowledge, he has appreciation. Mr. Levinson is doing a real service for the people interested in books in Northern and Central California.

DOCTOR EDWARD L. HARDY of the State Teachers College, San Diego, received a check for $325,000 for the City Board of Education for the old plant including seventeen acres of land. A new million-dollar plant will be built at once in the Mission Palisades, above the old San Diego Mission. Less than thirty-six years ago, the Governor vetoed an appropriation for grounds and buildings of $50,000, for this institution, claiming that the state could not afford such extravagance for such a small community. Conditions have changed.

SUPERINTENDENT GIVENS is planning a summer school for high school students so as to shorten the time to less than four years. This is a forward step. We travel by fast train, fast motor, and fast airplane, but in education the tendency has been to slower and longer courses of study. Some educational leaders, strong as Samson, and maybe as blind, will rise up some day and show that an average boy and girl may be educated for life in less than twenty-four years, the time now required for parents, taxpayers, and others to bear the burden of longitudinal education.

WITH THE ELECTION of Eliot F. Landon of the State Department of Education office, San Diego is embarking on a new departure in school administration by creating the office of director of coördination and continuation education. The new chief will have charge of evening high, part-time instruction, Americanization, Smith–Hughes classes, and adult education classes together with the responsibility of coördinating the work of the schools, especially the commercial and industrial training, with the business and industrial life of the community. In undertaking this pioneer work, the San Diego Board of Education and the Superintendent have great confidence in being able to make a contribution in the field of practical education.

THE SEPTEMBER number of the Chamber of Commerce magazine, *San Diego*, is an educational number devoted to an exposition of the San Diego city school system in its significant forms and features. Leading articles were contributed by Superintendent Walter R. Hepner, by Assistant Superintendents Ed-

win B. Tilton and Charles R. Tupper, and by the Business Manager, Will Angier.

R. W. Camper of Glenn County, rural school supervisor, has done a real service for teachers in the fifth, sixth, seventh, and eighth grades, in writing a book to supplement the state arithmetic, in real California "Practice Problems." Published by the Harr Wagner Publishing Company. Price 80 cents net. Now ready.

There are fine opportunities in San Francisco, Sacramento, Los Angeles, and other points east and west, for good drill masters to establish civil service schools. It is a one- or two-man proposition. All the capital needed is brains to know how to get across the factual material needed for civil service jobs and examinations.

A. C. Barker, City Superintendent of Palo Alto, has returned from an educational tour of Germany. He had opportunity to study the public schools of Germany from the inside. The visitors were entertained officially in the important places in Germany. Superintendent Barker enjoyed the trip and is back on the job giving Palo Alto splendid service.

BOOKS

Laws die, books never.—*Lytton.*

Books are embalmed minds.—*Bovee.*

Books—lighthouses built on the sea of time.—*Whipple.*

There is no past so long as books live.—*Lytton.*

Hark, the world so loud and they, the movers of the world, so still.—*Lytton.*

A taste for books is the pleasure and glory of my life. I would not exchange it for the glory of the Indies.—*Gibbon.*

That is a good book that is opened with expectation and closed with profit.—*Alcott.*

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WESTERN SCHOOL NEWS

JULIA HAHN, director primary grades, San Francisco public schools, has been given a leave of absence from the San Francisco school department to study at Columbia University.

PROFESSOR HOWARD DRIGGS of New York University, author of a number of excellent educational books, lecturer and president of the Oregon Trail Association, was a guest of honor in San Francisco recently at the Sequoia Club. The Oregon Trail Association contemplates the purchase of Independence Rock and various landmarks along the old trail.

WALTER H. ORION of Washington has been elected to the head of the department of physical education of the Santa Barbara schools.

LILLIAN B. HILL and GEORGE B. MANGOLD have recently contributed to the literature on the migratory child workers in a reprint of their speeches before the twenty-fifth annual conference of the National Child Labor Committee in San Francisco, Cal. Lillian B. Hill's address on "The Education of the Migratory Child" was of unusual interest.

CRESCENT CITY BOARD OF EDUCATION is spending $150,000 for the purchase of a site and the construction of a new elementary school. The new building will cost $100,000 and the remaining $50,000 will be used for the purchase of the grounds and equipment. The site that has been selected contains about eight acres and is centrally located. It is expected that the school will be ready for occupancy by January 1, 1930.

SUPERINTENDENT JAY PARTRIDGE of Butte County has appointed Miss Martha Birheland of Houston, Minn., as rural supervisor. She will divide the work with Miss M. L. Richmond.

AMOS E. CLARK has been elected to the principalship of the new junior college at Ventura. He has had eleven years' experience and is a graduate of the College of the Pacific, an institution that has become famous under the leadership of President Tully Knowles.

MELROWE MARTIN is proving himself a splendid administrator as Superintendent of the Ventura schools.

MISS M. MADILENE VEVERKA, supervisor of the primary department of the Los Angeles schools, was one of the principal speakers at the Trinity County Institute held in Weaverville the first week in September. Miss Veverka has an unusually rich background of experience in the educational field from which to speak to a rural group. She began her work as a teacher in a one-room rural school in Colorado and later became a county superintendent in the same state.

Her contribution to an institute program is of special value because of her ability to state the real problems of the rural classroom and to offer, along with the problems, a practical solution. Notebooks are always busy during her talks.

Miss Veverka gives courses at Miss Swope's Summer School each summer, both at the Santa Cruz and Long Beach sessions. She is also coauthor of the attractive new Laidlaw Readers. Some of her original stories in the beginning books of the series are especially delightful.

THE SEQUOIA UNION HIGH SCHOOL at Redwood City reports the completion of a building program which increases the capacity of the school so that it will provide adequately for twelve hundred students. The new buildings house the girls' gymnasium, the music department, the department of mechanical arts, a cafeteria, and fourteen additional classrooms. The music building, planned under the supervision of Mr. Otis Carrington, head of the music department, is outstanding, with rooms for choral practice, for orchestra, for theory, and thirteen practice rooms. The cost of the new buildings was $275,000, bringing the total valuation of the high school and its splendid grounds up to $1,000,000.

In line with the many new developments of this rapidly growing high school, the Sequoia *Times*, the student publication, has been recently changed from a bimonthly to a weekly paper. This is the publication which last year brought distinction to the peninsula by winning first honors in the national journalistic contest sponsored by Columbia University. Under the guidance of Miss Eunice Schmidt, journalism advisor, the enlarged *Times* hopes to serve more adequately the community needs, and also to compete more advantageously in forthcoming contests with other student publications of its own class.

THE ANNUAL CONVENTION of California city, county, and district school superintendents and rural supervisors will be held under the auspices of the State Department of Education at the Hotel Huntington, Pasadena, the week beginning September 30. Honorable Vierling Kersey will preside. A program of unusual significance and value is being arranged.

LEAGUE OF WESTERN WRITERS' third annual convention will be held at San Francisco, October 16, 17, 18, and 19, 1929. Hotel headquarters: Hotel Whitcomb at Civic Center, San Francisco. Arthur H. Chamberlain, president; Ben F. Field, librarian; Mabel Moffit, membership secretary–treasurer. For information address League of Western Writers, 1028 Phelan Building, San Francisco.

JAMES FERGUSON, principal of the Jefferson Union High School, San Mateo County, visited France, England, Scotland, Ireland, and other European countries during his vacation. He was accompanied by Mrs. Ferguson. Mr. Ferguson had a very interesting interview with the American Ambassador, Charles H. Dawes, while in London.

MRS. ALTA S. OHRT, the new Superintendent of Tehama County, is devoting herself to putting over a progressive educational program for her county.

THE SAN FRANCISCO BOARD OF EDUCATION, under the direction of Superintendent Joseph Marr Gwinn, has recently published three curriculum bulletins. "Elementary Science," fourth, fifth, and sixth grades, "Elementary Art," and "An Activity Program in Social Studies for Kindergarten and Primary Grades."

THE ANNUAL COUNTY INSTITUTE of Siskiyou County was held at Dunsmuir August 27, 28, and 29. Superintendent L. S. Newton secured the following instructors: Roy W. Cloud, secretary, California State Teachers Association; Helen Heffernan, chief, division of rural education, Sacramento; Doctor Aurelia Henry Reinhardt, president of Mills College; Doctor R. D. Russell, department of education, University of Idaho; Harr Wagner, president Harr Wagner Publishing Company, San Francisco; Winifred Van Hagen, state supervisor of physical education for girls; Edna S. Mettler, California representative of Zaner–Bloser Company. (Publishers of State Series Penmanship System.) Roy Cloud, secretary of the C. T. A., was very happy in his remarks and proved himself very popular with the teachers. Helen Heffernan, in several very practical talks, aroused great enthusiasm for her splendid educational program for rural education. She speaks with such ease, grace, and facility that it is a pleasure to listen to her. There has been no one since John Swett who has such a splendid grasp on the state-wide educational problems, and who knows so well the actual classroom work of rural schools.

Ritchie Smith of Ginn & Co. furnished a number of delightful vocal musical selections.

David Rhys Jones, formerly of the State Teachers College, San Francisco, devoted himself to seeing that the guests of the institute were comfortable. He is rural supervisor of the county and is doing splendid work.

E. E. Balcomb, a specialist in nature study, arranged a luncheon for the graduates of the State Teachers College, Arcata, who are teaching in Siskiyou County.

Others on the program who gave excellent addresses were President Aurelia Henry Reinhardt, Doctor R. D. Russell of the University of Idaho at Moscow, Winifred Van Hagen of the state department of physical education. Mrs. Thomas, Assistant County Superintendent, also contributed much to making the institute a success. Siskiyou County with its memories of

The Days of Old
The Days of Gold
The Days of '49

is an inspiring place with its mountain peaks, its wonderful valleys, its beautiful rivers, and its people "near to nature's heart."

THE BOOK OF A THOUSAND SONGS, edited by Albert E. Wier: The world's largest collection of the songs of the people, containing more than a thousand old and new favorites. (Published by the World Syndicate Company.)

RECREATIVE ATHLETICS, games and sports and for conducting the program: "Play fair, but play hard." Prepared by the Playground and Recreation Association of America. (Published by A. S. Barnes & Co., New York. Price $1.00.)

For the Newer Citizenship Courses

Hughes American Citizenship Series of Wall Charts

by R. O. Hughes, author of "New Community Civics," "Elementary Community Civics," "A Text Book in Citizenship," "Economic Civics," "Making of Our United States," "Problems of Democracy."

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Blackboard Outline Maps
Desk Outline Maps
Anatomical and Physiological Charts
Botany Charts
Agricultural Charts
Natural History Charts
Zoölogy Charts
Miscellaneous Maps and Charts

Description of the High School and Junior College, Ventura, California

John C. Austin and Frederic M. Ashley,
Architects

The sketches indicate a complete high school and junior college group, but it is not intended to construct all of the buildings at the present time as the school population in the district will not warrant it; but it was deemed advisable to plan for the future and only build enough to satisfy present needs, allowing a reasonable amount of additional space to take care of the estimated normal expansion of the next five years.

The auditorium will be placed sixty feet to the north of the main building; the intention being to construct eight additional classrooms in the space between the two buildings at some later period, thus eventually making the main building and the auditorium building into one fine complete building.

The main building will contain the administrative department for the Superintendent of Schools, as well as for the principal and vice-principal of the high school and junior college. It will also contain the various laboratories, such as chemistry, physics, and biology; also a completely equipped commercial department and art department. The library will be large enough to take care of the needs of the school that is to be constructed now, as well as for all future extensions.

With the funds available, and according to the plans that are now being made, it will be possible to house 750 pupils.

Ventura's New High School and Junior College. Amos Clark, Principal.

NEWS NOTES ABOUT GINN PUBLICATIONS

A HALF CENTURY AGO nearly all of our school books were written by New Englanders, while an occasional author was to be found in New York or Philadelphia. But times have changed. More and more of the forward looking textbooks are being worked out in the schools of the Pacific Coast territory, and Ginn & Co., the New England publishers, are proud to be the means of their publication and promotion.

Some of our recent books by California authors are being especially well received. For instance, "English Grammar: Correct and Effective Use," by Smith, Magee, and Seward, is the recipient of many favorable comments by teachers looking for a grammar with an abundance of most excellent exercises and with an organization that works. There is a great demand for a book of this type just now, because many of the present-day high school and college students were in the elementary grades when formal grammar was not in style.

Another book developed and tried out in the Los Angeles schools is "Ninth Grade Mathematics," by Dunn, Huebner, and Goldthwaite. When the publication of this book was being considered we were not sure that anyone outside of Los Angeles would use it, but it now seems that nearly every high school has some pupils who don't plan to go to college and who don't want to take algebra but who should take some more mathematics and who should go through high school. All such pupils take to the Dunn, Huebner, and Goldthwaite "Ninth Grade Mathematics" like a duck to water.

"Visual Instruction in the Public Schools," by Mrs. Dorris, teacher of visual education and geography in the San Francisco State Teachers College, is a new and almost the only book on that subject. It was used extensively in summer school courses throughout the country the past summer.

"Fun at Sunnyside Farm," by Miss Ruby Minor, primary supervisor in Berkeley, is proving a popular supplementary reader of the type that gives the child the impression that he is not using a school book.

The two books by Miss Frances Dearborn, worked out while she was supervisor of the third and fourth grades in Los Angeles, are also proving to be big sellers. They are "How the Indians Lived" and "The Road to Citizenship."

"Poems of Today," and "Poems of Youth," by Miss Alice C. Cooper, instructor in English at the Modesto Junior College, are two books that are used not only in the high schools and junior high schools of California but in hundreds of schools east of the Rockies.

Write Ginn & Co. at 45 Second Street, San Francisco, for a copy of their new catalogue of English books and books for library and supplementary use.

ABOUT BOOKS

INTRODUCTION TO AMERICAN CIVILIZATION, by Harold Rugg: This is perhaps the most important contribution to textbook making during the past twenty years. Its appearance indicates a new epoch in the teaching of the social sciences. History, geography, and civics are grouped together to give a better understanding of the world to the end that we may live better together. Doctor Rugg, in the Lincoln School, New York, has devoted ten years to research and experimental work, and this book is the result. It is to be followed by a second volume, "Changing Civilizations in the Modern World," and suitable work books.

These books, like Doctor H. W. Fairbanks' geographies, are thought-producing, not devoted to the memorizing of factual material, but the development of the processes of the child in the environment, not of ancient historical and geographical conditions, but modern, up-to-date, forward looking. "The Oregon Trail" and "The Non-Stop Flight Across America" are typical of the content of the book.

It is again typical that the chapter on "The United States, the Home of Many Nationalities and Races" is based, not on the census of 1920, but on an estimate of 115,000,000. The chapter on "Power" is written from the standpoint of its development and use, without regard to capitalism or socialism. It is a great chapter. "Roads and Wheels in American History" is absolutely new in textbooks and so rich and varied in new material that every high school boy will enjoy the study of it, and will read to the knowledge of his own environment.

This book was not written to fit some hodgepodge course of study, but it will compel, on account of its merits, the adoption of the curriculum of every progressive junior high school so as to conform to the content and procedure of this book. (Ginn & Co., publishers. 610 pages. Price $1.92.)

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

An A. L. A. Conference Now and Then

By MISS BLANCHE GALLOWAY
Librarian, Madera County Free Library

FEW OF US CAN ATTEND an American Library Association conference each year. Many of us can go only once in five years, and some are forced by circumstances to stay away as long as eleven years. Saratoga Springs in 1918, with camp librarians in uniform emphasizing the fact that the A. L. A. had a part to be played in the big war program, still lingers in memory. Exhibits showing the work of camp libraries, and war service in general, photographs of library publicity along food conservation lines, all stressed the main thought of meeting war conditions. There were less than six hundred in attendance, about half the number to be expected during normal times, but there was an intimacy and friendliness not to be had in larger gatherings.

One forgets the changes and growth which take place in eleven years, and it is good to check up. When the announcement came from A. L. A. that reservations with the library party should be made from Chicago on the train leaving at 1 p.m., it was pleasant to think that there would be other librarians on the same train and possibly old friends and acquaintances among them. The first real thrill came with the realization of the fact that that one train was going out in two sections, carrying as many librarians as had attended the Saratoga Springs meeting.

The trip across the country had been perfect. Leaving California just as summer was beginning to assert itself, and following the rainy season of the Middle West, which forces all nature into luxuriant growth, one was stirred by the feeling that spring was everywhere. The meeting of old friends along the way and the forming of new acquaintances all tended to make one glad to be alive.

The sight of the two trains filled with librarians leaving Chicago had been surprising, but the first glance into the big auditorium at Washington at the opening session was almost overwhelming. The large amplifiers, and the microphone on the speaker's stand, made the stage with our officers and speakers seem very far away, and one could not but wonder where all of the three thousand librarians had come from. Would it ever be possible to locate one's friends in such a crowd? Just what did we have in common after all?

Our hearts were warmed by the very cordial welcome given by Judge Stafford, to what he termed, "the most beautiful city in the world—everybody's Washington." Later as we drove down its spacious avenues, and looked upon its beautiful buildings, monuments, and statues, or wandered through the attractive parks, we were sure there could be no city more beautiful.

As we listened to the inspiring speech of our president in which she called on our imaginations to try to conceive what this country would be now if libraries had never been developed to the present status, and pictured for us the possibilities ahead for libraries of the future serving "every individual from early childhood on throughout his life," we somehow began to feel that we were a part of a great force which, because of its organization and concerted action, would accomplish even more important things in the not too-distant future.

To one from California, and particularly from the San Joaquin Valley, there was a real thrill in having our own W. J. Cooper appear on the program under his new title as United States Commissioner of Education, and assure the librarians of the continued cooperation of that office.

A very fitting tribute was paid to Doctor Herbert Putnam, Librarian of Congress for the past thirty years, by his good friend R. R. Bowker, who said that Doctor Putnam defined his own work as the "everyday task of an executive, of smoothing out molehills rather than conquering mountains, and of discovering quality and giving it freedom in his staff"; an example worthy to be followed by all librarians everywhere. We all agreed with Mr. Bowker that Doctor Putnam, the man of broad vision, the dreamer of dreams, has proven himself worthy of the title of the nation's librarian.

Following this first general session an informal reception was held in the exhibition hall of the auditorium. The hall was well filled with splendid displays of aids and equipment suited to library uses, and many familiar faces were seen among the representatives of the commercial houses.

Amid such surroundings it was pleasant to find one's friends, but the locating of individuals was not so easy. There was more or less gray hair to be reckoned with, and then again we were reminded that the lean years of war time were over. Friends with whom appointments had been made by notes were located only by process of elimination, as we waited for the crowds to go by, leaving us finally to recognize each other.

The section meetings were all held in the various hotels, the Red Cross, and other semi-public buildings. The scattered localities in which the meetings were held made it difficult to arrive on time, and the popularity of the special meetings overtaxed the capacity of most of the rooms provided. This was particularly true of the children's section where the Newberry medal was awarded to Eric P. Kelly for his book, "The Trumpeter of Krakow." Professor Kelly very graciously responded to the presentation by telling us how he came to write the story, and by showing us the original trumpet on which a member of the marine band later played the signal which has been played every hour in Krakow, Poland, since man can remember.

Of especial interest to the librarian from California was the meeting of the county libraries' section where county library service to rural schools was so ably discussed by Miss Edith Lathrop of the United States Department of the Interior, and others told of different phases of the work as carried on in the various parts of the country. Our own Miss Sarah McCardle, librarian of Fresno County Free Library, was elected chairman of the section for the coming year.

On Wednesday afternoon county library tea at the Washington Hotel gave opportunity for informal discussion of common problems and how they were met in the different states.

With seventy-seven separate meetings held during the week the task of selecting and seeking out the meeting places and then getting there in time to be comfortably seated became a real problem. Many were unable to get into the crowded hall where the program of visual aids was presented so practically and entertainingly by Miss Marilla Freeman

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The discussions of the loan-desk problem, of how to get the popular books ready for circulation on the date of publication was enlivened by the friendly disagreement of Joseph Wheeler and Forrest Spaulding.

At the fourth and last general session, as a fitting climax to a meeting filled with inspiring talks by outstanding personages, members of the profession, and nationally honored men and women of achievement came the salient and cordial message from President Hoover, who had so graciously joined the visiting librarians for a picture on the south grounds of the White House on the previous Wednesday noon. There was a feeling of sincere pride when the convention, by a rising vote, made President Hoover an honorary member of the association.

With the turning over of the gavel by Miss Eastman to the incoming president, Andrew Keogh, the fifty-first annual conference of the American Library Association came to a close, leaving its happy memories mingled with pleasant anticipation of the next meeting in California in 1930.

South African Librarian Visits California Libraries

Matthew M. Stirling, librarian Germiston Carnegie Public Library, which is located nine miles from Johannesburg, South Africa, visited California in August. After spending two days in the state library he was taken by the county librarians of Sacramento, Contra Costa, and Alameda counties on tours of one day each to visit headquarters and branches of their respective counties. He then attended the convention of the Pacific Northwest Library Association at Spokane where he was one of the speakers.

Mr. Stirling is said to be the only South African member of the American Library Association. His membership dates back to 1915. He is in the United States studying the county library system, children's libraries, school libraries, and libraries for negroes.

The Germiston Carnegie Public Library is the only library in South Africa giving free library service to negroes. This is done through funds provided by the Carnegie Corporation.

While in the East he will visit the Harlem section of New York which constitutes the greatest negro city in the world. He will also visit Hampton Institute Library School, a school for training colored librarians, established a few years ago through the interest of the Carnegie Corporation with the coöperation and counsel of the American Library Association.

Two California librarians occupied prominent places on the program for the convention of the Pacific Northwest Library Association at Spokane, August 29–31; Milton J. Ferguson, librarian, California State Library, gave an address on "African Libraries, Lions, and Other Wild Game," at a general session. Mrs. Julia G. Babcock, librarian, Kern County Free Library, spoke at a general session on "Library Outposts in Valley, Mountain, and Desert." At two round tables Mrs. Babcock had for her subjects, "The Relation of the County Library to the Schools" and "Organization of a Children's Department for County Library Work."

Miss Celia Gleason, librarian of Los Angeles County Free Library for twelve years, was appointed librarian of the Siskiyou County Free Library at the August meeting of the Board of Supervisors. Miss Gleason's many friends will rejoice over her return to county library work.

Miss Mary Harris, Miss Gleason's predecessor in Siskiyou County, resigned to accept the position as librarian of Webster Parish, Louisiana. Miss Harris had formerly acted as head of the branch department of the Fresno County Free Library and later as assistant to Miss Essae M. Culver, executive secretary of the Louisiana Library Commission.

In August Miss Dorothy Deming was appointed county librarian of Imperial County to be effective the first of September. Miss Deming is a graduate of the School of Librarianship, University of California. At the time of her appointment she was employed in the reference department of the state library.

Miss Edith Gantt, state library visitor, left Sacramento the last of August for a year of travel. Miss Gantt and her mother will sail October 4 on the *S. S. Letitia* from Montreal to Belfast. After a fortnight in Ireland they expect to spend several weeks in London and the southern part of England. They will then go to Paris, Tours, and Southern France for part of a month. After making a tour of Italy and Southern Germany they will spend the spring in England and Scotland and return to the United States in June.

English in Action, book two, by J. C. Tressler: A textbook for the last two years of the senior high school; has a maximum of examples and practice and a minimum of theory and rules. With twenty-six illustrations, and 589 pages of writing. (Published by D. C. Heath & Co., Boston, Mass Price $1.76.)

Practical and Literary English, by George M. Jones and Arthur Yates "Practical and Literary English" offers a compromise between older and modern trends in the teaching of rhetoric and grammar, and a compromise which, in the opinion of the authors, embodies the best in the old and the new. (Published by E. P. Dutton & Co., Inc., New York. Price $1.90.) M. S.

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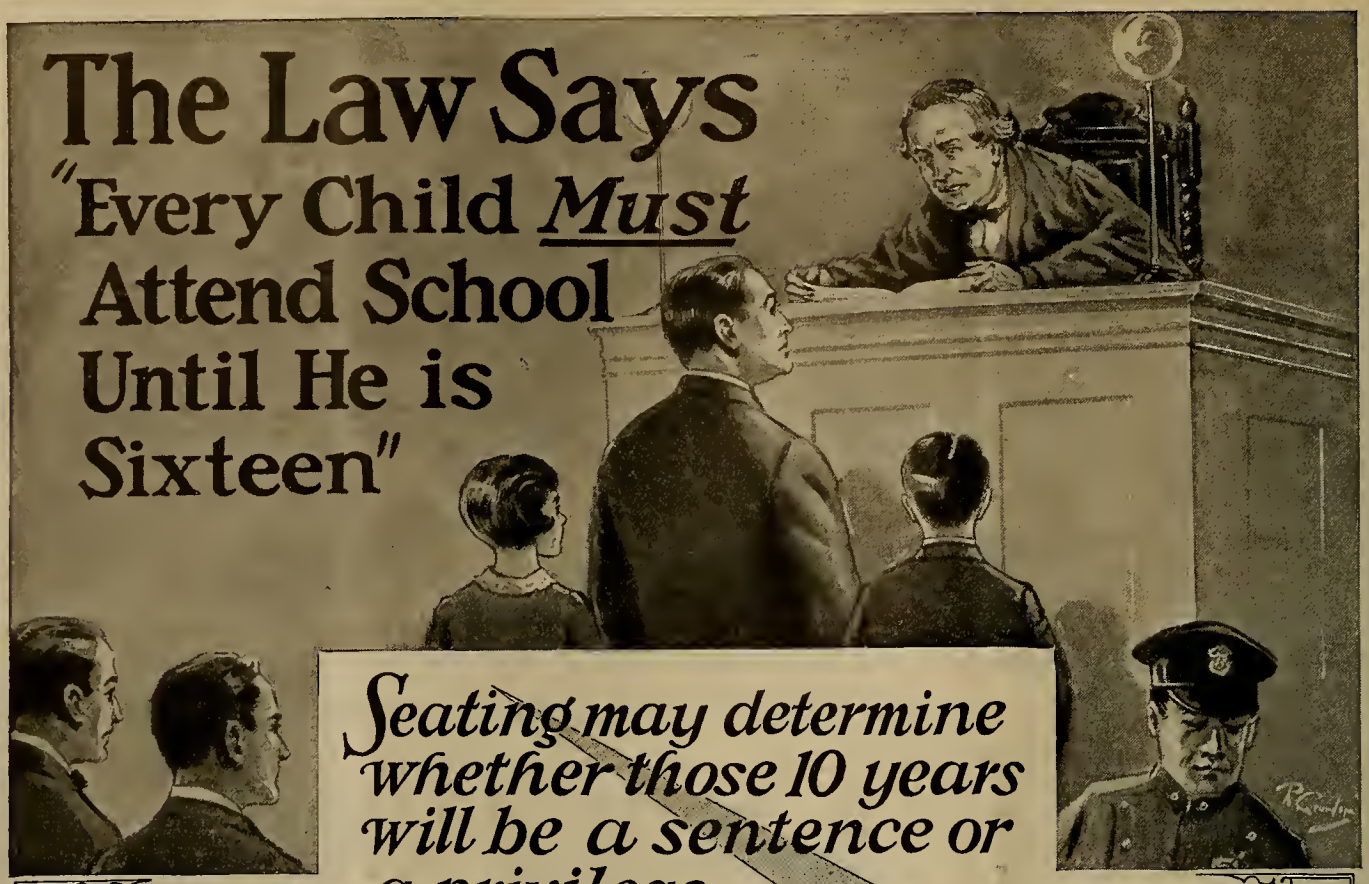

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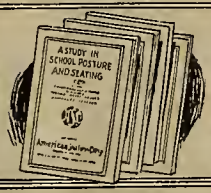
3—School Seats Too High.



4—Why Tables and Chairs in the Classroom.
5—Uses and Limitations of Movable School Seating.
6—The Buying of School Equipment.
7—A Study in School Posture and Seating.
8—Hygiene of the Seat Back.
9—School Posture in Relation to Visceral Organs.
10—Scoliosis and School Seating—A Study in Arm Rests.
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THE WESTERN JOURNAL of EDUCATION

OCTOBER, 1929

The Ocean View School House, Sonoma County. Read Eda Densmore's Rural Project, page 8.

FEATURES IN THIS ISSUE

Activity Programs for Thanksgiving Day and Armistice Day

Jottings of a Traveling Bookman—High Spots of the Superintendents' Convention ..... *W. M. Culp*

Rural Supervision ..... *Helen Heffernan*

Library News Department ..... *May Dexter Henshall*

News and Comments, Books, etc.

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WHEN YOU BUY SCHOOL BOOKS

You want to know the correct address of the publisher. The list below will be of help. Clip and file it where it is easily accessible when needed.

This list is of book publishers who are advertisers in the SIERRA EDUCATIONAL NEWS. Further details of their publications may be obtained by consulting their advertisements in that magazine.

Whenever possible, buy from the firms who advertise in the magazine which represents the interests of the teachers of California—the SIERRA EDUCATIONAL NEWS.

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ACTIVITY PROGRAMS FOR THANKSGIVING DAY AND ARMISTICE DAY

An Activity Program for Thanksgiving Day Celebration in California

Things to Do

HAVE ALL THE PUPILS TELL, individually, why they are thankful and what Thanksgiving Day in California means to them.

Blackboard Work

THE FIRST THANKSGIVING PROCLAMATION was issued by Francis Bernard, Governor-in-Chief of the Province of Massachusetts Bay, in 1767.

The first Thanksgiving proclamation made by a President of the United States—George Washington 1789.

Most noted California Thanksgiving Day proclamation, issued by Leland Stanford, Governor of California, November 10, 1863.

HAVE A PUPIL READ Thanksgiving Day proclamations of President Hoover and Governor Young.

HAVE CHILDREN of the proper grade commit to memory the following poem:

A CALIFORNIA THANKSGIVING

I AM THANKFUL I am living
In a land of sun and flowers
Where the minutes laughing follow
'Round the circle of the hours.
I am thankful for the valleys
With their fields of growing green,
Lying wide beneath the mountains
Clothed in robes of snowy sheen.
I am thankful for the mornings
And the happy sapphire skies;
For the birds which, joyous gliding,
Swift on wings of song arise.
I am thankful for the fragrance
Of the blossoming orchard trees,
And the grateful, happy humming
Of the myriad busy bees.
Oh, I'm thankful that I'm living
In this world of work and play—
Every day in California
Is a new Thanksgiving Day!

—*Harry Noyes Pratt.*

Place on the blackboard the following acrostic: The Letters of Thanksgiving Day, Written by Ruth Thompson.

THE LETTERS OF THANKSGIVING DAY

T is for thankful
This day of the year.
H stands for helpful
So spread some good cheer.
A means we're active
And do as we should.
N is for good nuts—
Thanksgiving Day food.
K means a kindness
Towards someone else show.
S means that first feast—
Sixteen twenty-one.
G stands for Governor
And Bradford's the name.
I is for Indians
Who brought deer and game.
V stands for valiant
Those Pilgrims so brave.
I n trial and trouble
Their ideals did save.
N for November
The month of the year.
G stands for giving,
Thanksgiving is here!

HAVE THE CHILDREN read the story of Thanksgiving as a reading lesson.

Material for Armistice Day in the Schools

Blackboard Material

THE WORLD WAR ended at 6 o'clock, Washington time, on Monday morning, November 11, 1918.

The cost of the World War in human lives was 13,000,000; the wounded, including missing and prisoners, 20,000,000.

The total net cost in money of the World War was estimated at $186,333,637,097.

FOR A READING LESSON use the following:

CALIFORNA'S DAY OF PEACE

Near the close of the year 1918 peace came. It was celebrated in San Francisco and in the remotest parts of California in the unique spirit of the West. Submerged, however, beneath the gayety, the noise, and the elation of a triumphant victory was the soul of Lowell—

When a deed is done for freedom,
Through the broad earth's aching breast
Runs a thrill of joy prophetic,
Trembling on from east to west,
And the slave, where'er he cowers,
Feels the soul within him climb
To the awful verge of manhood,
As the energy sublime
Of a century bursts full-blossomed
On the thorny stem of Time.

The high-born winter rains will wash the map of Europe clean of blood. The people will return to the simple ways of peace. The commonwealth of men will have no boundary lines. Internationalism is seen—"in the parliament of man, the federation of the world."

This Republic with the sword of Justice in one hand and the symbol of Mercy in the other will consecrate itself anew to

the reconstruction of social order—not only "over there" but here.

California will welcome back its men from the trenches, not as heroes of a war of conquest, but as men who faced the supreme sacrifice so that the diplomacy of armament should end.

Those who died will be given a monument that shall be typical, not of war, but of peace. The injustice of might will not prevail. The name of czar, of emperor, and of king will cease as a representative of power, except in the historical past.

The commonwealth will not be measured in square miles, but in the sense of social justice, the boundary of which encircles the globe and includes all people. Let us have peace when humanity shall have eliminated injustice, fear, bigotry, prejudice, the malicious lie, the superstitious creed, and weak selfishness. Then the commandment, "Thou shalt not kill," will prevail, and a new commandment will be given "Thou shalt not possess that for which thou hast not given an equivalent."

Plato's Republic, Fourier's Social Paradise, and Sir Thomas Moore's Utopia were mighty revolutions, without tanks, or guns, or gas, or airplanes, against laws of autocracy. The false moon between the smooth surface of the water tells of the true moon somewhere. So the dreams, not of warriors, but of the poets and idealists, will come true.

With tears for the dead and joy for the living, we hail the liberty that had its birth on Mount Sinai, its cradle in Bethlehem, its childhood in Rome, its youth in Switzerland, its education in France and England, its manhood in the United States, and its future life the universal world.—*Harr Wagner.*

For I dipt into the future,
  Far as human eye could see,
Saw the Vision of the world,
  And all the wonder that would be;

Saw the heavens fill with commerce,
  Argosies of magic sails,
Pilots of the purple twilight,
  Dropping down with costly bales;

Heard the heavens fill with shouting
  And there rained a ghastly dew
From the nation's airy navies
  Grappling in the central blue;

Far along the world-wide whisper
  Of the south-wind rushing warm,
With the standards of the peoples
  Plunging thro' the thunder-storm;

Till the war-drum throbbed no longer,
  And the battle flags were furled
In the Parliament of man,
  The Federation of the World.

There the common sense of most
  Shall hold a fretful realm in awe,
And the kindly earth shall slumber,
  Lapt in universal law.

—*From "Locksley Hall," Tennyson.*

PYGMALION AND HIS STATUE

By CATHARINE BIRCH AND GRACE V. WIDEMANN

[A short play suitable for Armistice or Peace Day.]

CHARACTERS

SPEAKER: For Prologue and Epilogue.
PYGMALION: The famous Greek sculptor.
THE STATUE: A girl in Greek costume.
AYAN: An Egyptian slave.
THEMOSTONES: A great friend and admirer of Pygmalion.

COSTUMES

Pygmalion is draped in a rose-colored garment well above the bare or sandled feet. Use an overdrape of powder blue.
The statue is draped in marblelike white, the folds extending irregularly to the pedestal which is swathed in black.
Ayan wears a short tunic made of green, yellow, and red, belted loosely with black, and a snug headdress of red.
The costume of Themostones consists of a gray drapery with a touch of red extending from the shoulder under the fold and down one side of the front.
The altar should be covered with ivory-colored material and ornamented with a violet Greek cross outlined with orange.

PROLOGUE

THIS LITTLE PLAY that we are putting on today is intended to force home the fact that peace between nations has not become real at all. We talk about peace, and think about peace, but when countries have any trouble with each other they just get in and fight as they have done through all the ages.

This play is about Pygmalion, who was a Greek sculptor. He made a very beautiful statue of a woman. It was much lovelier than any woman ever really could be and, after finishing it, the artist loved it so much that he asked the Grecian gods to make the image alive so that she could come down from the marble stand and abide with him and make him happy. Pygmalion was a good man and the gods loved him well, so they heard his prayer and Pygmalion had his wish—the statue came to life.

We are going to try to show that peace, which is now only a dream or an ideal, is like the statue which stands on a pedestal. We think of peace but we do not really have peace at all—instead, we fight and fight. But we must try to find some way to bring *peace* out of our dreams—down from the pedestal—so that we may actually have peace on earth and the nations may settle all their troubles without fighting.

ACT I

SCENE: Studio in a Greek home. Unfinished statue on pedestal, other Grecian urns and vases. Bust, if procurable.

PYGMALION *(standing back and admiring the statue after having chiseled upon it)*: At last—I have accomplished it at last. After long, weary years of preparation I have been able to work out my dreams—at last. Always, always in my vision, waking as well as in sleep, have I seen this incomparable figure. I despaired of ever reproducing it in marble, but praise be to the gods for strength and skill. The stone has taken on grace and beauty—every exquisite line as my soul has seen it in the dream.

She is lovely beyond compare. I should be happy. *(Clips with chisel and wooden mallet.)* I should be content. My long, my anxious task completed, it *seems* as though my soul should rest content. She is beautiful — she is graceful beyond compare — I should rest—I should rejoice—but alas, my heart is like a stone within my breast, and from the depths of my being seems to rise a cry, "Oh, of what use is it to be? Of what purpose the struggle and toil and tears? *(He takes up the tools and carves quietly on an arm, stands back and views it a moment, then works on the draperies, and then continues. This time he addresses the statue.)* Each day as I work I see thee more and more, not as a marble statue but as an ideal of all feminine virtues lacking only the breath of life to make thee fill the whole wide world for me. *(Holding out hand),* Oh, my beautiful, my beautiful, my beautiful! Almost I see life and love

in those sightless eyes—almost those hard and lifeless lips dimple into smiles beneath my gaze. Sometimes I think the marble almost flesh and that only a thought, a breath, a hope would make thee place thy hand in mine. Could it be (*looks down and thinks hard, tapping his foot*) that Zeus would have mercy upon me in my distress—that Minerva or Athene would look down in pity—that Venus, goddess of love herself, would be able and willing to help me in this my hour of greatest need? We shall see—what — we — shall — see. (*Calling*) Ayan, Ayan, come hither.

(*Enter Ayan, an Egyptian slave, who bows low.*)

Ayan: I heard thy voice, O Pygmalion. What is thy wish?

Pygmalion: Bring hither living coals from the altar at Delphi. Bring incense such as the gods approve and make me an altar that I may pray for my heart's desire as a man should pray who stakes his all.

Ayan: All shall be as thou hast ordered.

(*Exit Ayan, after bowing.*)

Curtain.

ACT II.

The scene may be changed entirely or the altar may be added to the studio. Pygmalion stands in front of altar.

(*Enter Ayan bearing large tray with incense burner containing live coals and a brass vessel of incense. The articles he places on the altar, exits with tray, and returns with censer. He takes his position at center back and stands swinging smoking censer.*)

Pygmalion: (*Kneeling before the altar and praying silently—then aloud*): O great gods of Olympus, mortal though I be, there has burned within me something of the divine fire else never could I have attained to the skill which has made this—my masterpiece—possible. O great and holy ones, all my life have I tried to serve well and faithfully. In all things have I attempted to be faithful to all that was right and true and good. Now I come to ask one great boon—greater perchance than mere mortal has ever asked of the gods e'er now. I have carved my ideal of womanhood in marble and the image stands upon a pedestal within my studio. Grant, O great ones—in all humility I ask it, grant that this, my dream of beauty and perfection, may have breathed into her the breath of life that I may walk with her the remainder of my life in love and peace. Grant me this, and all that I possess, even to my power to carve in stone and to mold beautiful vessels of clay and brass—all—all shall forever be at the service of the holy ones. This—and this alone I pray—grant that my prayer be answered. (*He remains kneeling with closed eyes for twenty slow counts.*)

Voice (*behind curtain*): Depart in peace. Thy prayer is heard, thy statue lives. (*Pygmalion rises and clasps his arms above his head in thanksgiving.*)

Curtain.

ACT III.

Scene: Studio with Themostones looking at the statue. The statue, which had been covered with snow-white makeup, is now dusted with flesh-colored powder, and the cheeks are slightly rouged.

(*Enter Pygmalion, eyes on ground, walking very slowly.*)

Pygmalion: I believe! I believe! I have heard the voice from the altar and indeed, indeed I *do* believe; but even so, I fear to raise mine eyes. It seems incredible—it seems impossible that my prayer could be answered. I believe—and yet I am afraid.

Themostones (*rushing toward Pygmalion*): What have I seen! I am awake! I have touched no wine since break of day. And yet when I, as on other mornings, came in to see thy statue where she stands, methinks she stood no longer cold and white, but that a flush stole o'er her marble cheek. Her eyes grew blue and her smile waxed warm and sweet. (*Both men turn toward the statue.*)

(*Enter Ayan from behind and stands looking on.*)

Pygmalion (*lifting both arms high*): She lives! Praise be to the gods, my statue lives. (*He approaches the statue and raises his hand to her, and she slowly and gracefully steps down with her hand in his. Soft music is heard behind curtain, and chorus sings*):

Because thou hast served the gods so well Pygmalion, Pygmalion,
Thy dream has come down with thee to dwell, Pygmalion.
Whom Venus loves, fond gifts she gives,
Rejoice, Pygmalion, thy statue lives.

Curtain.

EPILOGUE

When you boys and girls are grown, it will be for you to plan for world peace. We do not want ever to have another world war. If all the people who are boys and girls today in the civilized countries of the world will think about this and resolve to have no more war with its horrors and bloodshed and tears—then, and then only, will this ideal of peace come down and dwell among us and the nations will work together for the common good in a spirit of peace and harmony.

Habits, though in their commencement like the filmy line of the spider, trembling at every breeze, may in the end prove as links of tempered steel, binding a deathless being to eternal felicity or eternal woe.—*Mrs. Sigourney.*

Books should to one of these four ends conduce,
For wisdom, piety, delight, or use.
—*Denham.*

Books are the best things, well used; abused, among the worst. —*Emerson.*

If time is precious, no book that will not improve by repeated readings deserves to be read at all.—*Carlyle.*

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Bacon.*

God be thanked for books. They are the voices of the distant and the dead and make us heirs of the spiritual life of the past ages.—*Channing.*

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE ANNUAL CONVENTION of county, city, and district superintendents of California and the annual conference of rural supervisors of California were held at Hotel Huntington, Pasadena, September 30 to October 4, 1929, inclusive.

It was a convention of distinction in that it was the first state convention in which Vierling Kersey, State Superintendent of Public Instruction, had had charge of the program organization. It was the first state convention of public school heads in which the district superintendents of California had section meetings for the discussion of their own problems. It was the first convention organized on a university-course basis with each section of county, city, and district superintendents and rural supervisors discussing the same topic in their several separate meetings. And it was a convention which saw the crystallization of the belief that there should be more adequate financial support for the elementary schools of California and that immediate action should be undertaken to place the support of elementary instruction upon the same relative basis as that of high schools and junior colleges. In addition, there was the realization that the money for public education in California is tied up intricately in the tax situation, and that since the present property taxes are becoming almost confiscatory in character, it is up to school people to offer a solution which will leave the schools adequately supported. The handwriting on the wall indicates that if the school people do not offer their own tax reorganization plans, other organizations will, who do not have the support of the schools as their first consideration.

SUPERINTENDENT KERSEY, in organizing the program for the convention, had in mind the widest possible participancy by the 300 members and, as a result, 118 of them were placed upon the program, none more than once. The topics discussed were those selected from suggestions made previously to Superintendent Kersey.

GENERAL SESSIONS were held in the morning and section meetings in the afternoon. No regular convention meetings were scheduled for the evenings, which were given over to entertainment programs. Four general sessions were held.

At the first, C. L. McLane, president, State Board of Education, presided. Ira Landis, City Superintendent of Riverside, gave a beautiful invocation. John A. Sexson, City Superintendent of Pasadena, spoke on "The Spirit That Brings Us Here." It was a noteworthy tribute to the art of schoolmastering, a summation of which was printed on the cover of the program in these words:

In Spirit, unified.
In Work, constantly improved.
In Understanding, always sympathetic.
In Loyalty, never doubted.

Walter L. Bachrodt, Superintendent of San Jose, had as his subject "What the Convention Affords." This address was short and powerful, and to the point in stressing the opportunity for vital discussion of state educational problems. Immense physically, Mr. Bachrodt is proving himself as great educationally. "Frontiers in California Education" was the title of the koynote address of Vierling Kersey, State Superintendent of Public Instruction of California. It was a forceful pronouncement of Mr. Kersey's sociological attitude towards educational coöperation, for in working out the problems which center about the future of the youth of today, Mr. Kersey stated that educators should operate in terms of professional relationship, on the following principles:

1. Recognizing the commonality of purpose among educators.
2. Mutuality of responsibility.
3. Recognition of their responsibility to attain a minimum of uniform ultimates as the heritage for every youth contacting California's democratic educational system.
4. Safe localization of interpretation of educational procedures.
5. Free exchange and interchange of ideas.
6. Complimentary professional confidences.
7. Discontent with any static educational condition.
8. Recognition of the importance of the doctrine of individual insufficiency in dealing with their problems.

ROY CLOUD, executive secretary, C. T. A., gave an excellent account of the achievements and plans for the future of the association. He began his talk with a story, by far the best told during the convention.

THE SECOND GENERAL SESSION had as its theme "The Layman Looks at Education." Doctor Susan M. Dorsey of Claremont College and Will C. Wood, State Superintendent of Banks, were the speakers.

IN THE THIRD GENERAL SESSION, five addresses were given on the theme "The Educator Looks Ahead." Three viewpoints were presented: that of a city school administrator by Doctor J. M. Gwinn of San Francisco; that of a college president by Doctor E. C. Moore, University of California at Los Angeles; and that of the State Department of Education by three department heads—Helen Heffernan, chief, division of rural education; Doctor Nicholas Ricciardi, chief, division of city secondary schools; and Doctor Herbert R. Stolz, chief, bureau of parental education.

IN THE FOURTH GENERAL SESSION, with Miss Ada York, Superintendent, San Diego County, presiding, and Jay Partridge, Superintendent, Butte County, secretary, the theme was "Current Progress." Sam H. Cohn, Deputy Superintendent, State Department of Education, spoke on "Interpreting New Legislation." Willard Givens, Superintendent, Oakland city schools, in a talk on "California's Professional Standing" urged a larger California membership in the N. E. A. Gladys Moorhead, Los Angeles City Teachers Club, described the work of "The California Curriculum Commission" of which she is a member. Milton J. Ferguson, chief, division of libraries, State Department of Education, had as his topic "Librarianship as a Profession." "Agricultural Training and Adjustment of the Problem Boy" was the subject of Roy Condee, president, California Agricultural Society.

PROBABLY THE MOST OUTSTANDING SERIES of meetings at the convention were those of the district superintendents. This is the first meeting of California state educators at which the district superintendents were recognized as a body of school people whose problems were of sufficient importance for separate discussion. Under the leadership of C. D. Jones, District Superintendent, Hermosa Beach, president of the District Superintendents Association of California, this recognition has been secured. In the meeting given over to the discussion of the improvement of instruction, "The Survey of the Problem" was given by George C. Bush, District Superintendent, South Pasadena. The subject of "Training Teachers in Service" was considered by District Superintendents John Gill, Redwood City, O. S. Thompson, Compton, and C. L. Geer, Coalinga. "The Evaluation of Supervision" was the topic of Earl Thompson, District Superintendent, Claremont. In the second meeting curriculum problems were discussed by K. L. Stockton of Huntington Park, Charles L. Broadwater of El Segundo, Roy Good of Fort Bragg, Frank H. Boren of San Mateo, and the general discussion was lead by Guy Brown of Livermore.

THE CITY SUPERINTENDENTS had some lively sessions. Among the outstanding speakers were O. S. Hubbard of Fresno, George H. Merideth, Assistant Superintendent, Pasadena, Jerome O. Cross, Santa Rosa, Walter Hepner, San Diego, W. L. Stephens, Long Beach, Doctor Lewis W. Smith, Berkeley, and Arthur Gould, Assistant Superintendent, Los Angeles city schools. The six-year high school came in for a thorough dis-

cussion by John H. Napier, Superintendent of Emeryville Schools.

The county superintendents, in their three scheduled meetings, considered the following problems: (1) The Improvement of Instruction, (2) Improving the Rural School Plant, and (3) Education of the Children of Seasonal Laborers. In the first meeting the speakers were Catherine Gray Hooton of San Benito County, H. S. Upjohn of Los Angeles County, Herbert Healy of Kern County, R. L. Bird of San Luis Obispo County, and Portia F. Moss of Placer County. In the second meeting, two state department chiefs, Andrew P. Hill, division of schoolhouse planning, and Walter Morgan, division of research and statistics, gave the general survey of "Improving the School Plant" in their talks on "Adapting School Buildings to Functional Needs in a Progressive Educational Program," and "How Various States Meet the Problem of Subsidizing the Schools." Discussion of the subject was carried on by County Superintendents Perle Sanderson of Colusa, R. E. Golway of Sacramento, Eva Holmes of Napa, Edgar P. Mapes of Glenn, and Sabra Greenhalgh of Amador. In the third session, the "Education of the Children of Seasonal Laborers" was presented from the state's viewpoint by Lillian B. Hill, chief, bureau of attendance and migratory schools, State Department of Education. "How the Counties Meet the Problem" was then discussed by County Superintendents Blanche Reynolds of Ventura, Clarence W. Edwards of Fresno, J. E. Hancock of Santa Clara, and Ida M. Collins of San Bernardino. General discussion of the above topics was then made by County Superintendents C. S. Weaver of Merced, W. L. Williams of Madera, J. E. Buckman of Tulare, and Ezra Smith of Riverside.

The rural supervisors' meetings were considered the best in the history of the organization. Under the leadership of Helen Heffernan, chief, division of rural education of California, the program was well organized and attended. The topics considered were (1) The Primary Curriculum, (2) Physical Education, and (3) Rural Teacher Training. Twenty speakers were on the scheduled program. County rural supervisors programed were as follows: Edna Orr James, San Joaquin; Lida M. McCord, Los Angeles; Eleanor Freeman, San Mateo; Sophia N. Barnard, Placer; Alice M. Brewer, Marin; George T. Cass, Santa Clara; J. W. Byfield, Kern; Doris Thornely, Tulare; Vivian P. Evans, Riverside.

Rudolph D. Lindquist, Assistant Superintendent of Oakland Schools, addressed the rural supervisors on the subject "The Use of the Teacher's Guide to Child Development in the Primary Unit."

The education departments of the University of California, Stanford University, and the University of Southern California were represented at a session of the city superintendents. Doctor John C. Almack of Stanford University spoke on "Administrative Procedure in Curriculum Making." Doctor W. W. Kemp, dean, school of education, University of California, had as his subject "Junior Colleges in California," and Doctor Lester B. Rogers, dean, department of education, University of Southern California, addressed the gathering on "Personnel Control."

Pasadena, crown city of Pasadena, as hostess showed her queenly qualities. The weather was warm and moist and yet not too oppressive. Huntington Hotel, situated in the midst of Oak Knoll's millionaire gardened estates, from lobby windows presented beautiful vistas of trees of oak and orange and row upon row of homes of Spanish architecture, whose white walls and tiled roofs seem set in a green sea of verdure.

The convention *Chronicle*, edited and published by the junior college students of Pasadena, was one of the high lights of the convention. The *Chronicle* had decided tone, and was read by everyone with interest. Assisting the editor, Helen C. Mulholland, and her staff, were twenty-five reporters, each of whom spent two days at the convention.

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MISS M. MADELENE VEVERKA, supervisor of kindergarten and primary grades, Los Angeles city schools, appeared before the city and district superintendents in a discussion of "The Creative Principle in Elementary Education."

HOSPITALITY WAS THE WORD and the conventionites lacked nothing. Golf, bridge, swimming, trips to the famed Huntington Library, a barbecue, aeroplane rides furnished by the Standard Oil Company of California, plays, teas, and what not, sandwiched into a full educational program, made a hurried week.

THE BARBECUE on Thursday night was an interesting feature. Superintendent Kersey as chief cook, Ritchie Smith as chief entertainer, the diving stunts, the persiflage, etc., were of an amusing and enjoyable character.

THE COMMITTEES in charge of the convention were efficient and the general committee of which John A. Sexson, Superintendent of Pasadena Schools, was chairman, was composed entirely of Southern California educators as follows: John A. Sexson, chairman, Superintendent of Schools, Pasadena; Frank A. Bouelle, Superintendent of Schools, Los Angeles; F. F. Martin, Superintendent of Schools, Santa Monica; A. R. Clifton, Superintendent of Schools, Monrovia; L. E. Chenoweth, Superintendent of Schools, Bakersfield; Stephen Royce, Manager, Huntington Hotel, Pasadena; William Dunkerly, Secretary, Chamber of Commerce, Pasadena.

Comment on the physical makeup of the two programs, that of the general convention and that of the ladies' program, was laudatory. The ladies' committee, composed of Mrs. J. A. Sexson, chairman, Mrs. H. S. Upjohn, Mrs. F. A. Bouelle, Mrs. F. F. Martin, Mrs. A. R. Clifton, Mrs. L. E. Chenoweth, and Mrs. Glen Greene had made a delightful program for the ladies of the convention. It included a symphony concert by the Standard Symphony Orchestra, excursions around Pasadena and to the Huntington Library, moving pictures, 40,000 miles with Lindbergh, a dance, and an address by Burton Fitts, District Attorney, Los Angeles County. In addition, there were trips to Riverside and the Mission Inn, to Mount Wilson, Mount Lowe, Hollywood motion picture studios, Beverly Hills, and Santa Monica. One of the best spots of the entire week's entertainment was the garden and bridge party at the home of Mrs. H. S. Upjohn.

BOOKMEN AND BOOKMEN'S WIVES were in attendance in goodly numbers. Everyone was expressing pleasure at the presence of Fred T. Moore, Pacific Coast manager of Silver, Burdett & Company, who is convalescing from a serious illness.

Among the bookmen present were the following: R. C. Hamilton, A. H. Morosco, Allyn & Bacon; L. E. Armstrong, Henry L. Kaiser, T. A. Dempsey, American Book Company; Selden C. Smith, E. F. Burrill, J. O. Tuttle, Ritchie Smith, Harry A. Linscott, Ginn & Company; Ranie P. Burkhead, Harcourt Brace & Company; G. H. Chilcote, E. W. Harvey, D. C. Heath & Company; A. K. Allen, R. H. Loomis, Houghton Mifflin Company; F. B. Reed, Henry Holt & Company; R. E. Laidlaw, D. C. Weage, Laidlaw Brothers; F. E. Dunton, Laurel Book Company; R. M. Fjeldstad, Little Brown & Company; E. C. Dudley, Lyons & Carnahan; T. C. Morehouse, C. E. Cave, F. E. Cobler, The MacMillan Company; M. H. E. Beckley, A. J. Nystrom & Company; A. A. Belford, Ralph T. Works, John L. Neff, Geo. F. Barnes, Rand McNally & Company; B. R. Morris, Row, Peterson & Company; C. W. Roadman, Benj. H. Sanborn & Company; Charles F. Scott, A. H. Goddard, Scott, Foresman & Company; W. O. Baker, S. M. Bevis, Charles Scribner's Sons; Fred T. Moore, E. R. Colvin, John S. Osborne, Silver, Burdett & Company; W. C. Harper, Don Cameron, John C. Winston Company; C. S. Jones, Fred G. Secrest, World Book Company; Harr Wagner, Miss Morris Wagner, W. M. Culp, Harr Wagner Publishing Company; Mr. Sherrill, Doubleday, Page & Company.

Robert W. Spangler of the division of advertising of the Sierra *Educational News* had the high and swift distinction of arriving at the convention by airplane.

DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN
Chief, Division of Rural Education of the State of California.

An Experiment in Vitalizing the Rural School Curriculum Through Project Activities

By EDA DENSMORE

FOR SIXTY YEARS the Ocean View School in Sonoma County has creaked and shivered upon its frail foundation whenever the blasts from the mighty Pacific came roaring up the wooded canyon. The building is of the box type, and stands upon a ledge in a cattle pasture near the top of "Windy Ridge." As far as the eye can see are grass-covered hills and clumps of redwoods. On these hills the herds of Jerseys find their homes.

The children of this school—two girls and twelve boys—come from Swiss, Italian, and American homes. All of the older boys help with the work of caring for the Jersey herds before coming long distances across the pastures and up the hills to the school. How to use the interests of this community in vitalizing the school work was a problem confronting the teacher.

Three of the nine families that have children in the district are of pioneer American stock—native Californians who own their ranches. The six Swiss and Italian families own their dairy herds—forty to one hundred cows—but rent the land on five-year contracts, thus making a stable community. Four of the five beginners did not speak our language. Five of the fourteen children came from a Swiss–Italian home where their herd of one hundred cows was cared for by the family with the help of one hired man.

In October of the first year the Stanford Achievement, Thorndike–McCall Reading, and the National Intelligence tests were given. In arithmetic all but two were below standard in both computation and reasoning. In reading the foreign children showed the language handicap. All were below in vocabulary. A high correlation was shown between the National and Stanford tests.

Space does not permit me to explain how the diagnosis of each individual child was carried out. Early in the year the Wisconsin Inventory tests were given and *self-help* materials, based on these tests, were worked out. With these helps the fourth, fifth, and sixth grades brought themselves up to the standard in the four fundamental operations. Later the Ruch, Knight, and Studebaker Standard Service Arithmetic and their Compass Diagnostic Tests were used as a basis for remedial work in fractions, decimals, etc. When working out the arithmetic involved in the various projects, we tried to keep in mind as much as possible each child's specific difficulties.

Two years ago, during the beginning weeks of school, its organization was carried out along traditional lines, except that half a day once a week was set apart for industrial activities. During this period the entire building was turned into an industrial shop and the children settled down to the real joy of learning through activities.

Little by little the building was equipped for a modern activity program. The old formal desks were replaced by tables of the proper size and shape. These were covered with brown floor linoleum that would stand the wear and tear of activity work and on which Dutch Cleanser and soap powders could be safely used. No space, protected from the winds, was available for manual training benches, so both ends of the little porch were boarded up and benches built across.

How we came to build our "Model Dairy Ranch" and how we found out about dairy ranches can best be told by the children themselves. The following was written by two boys, aged twelve and thirteen:

A year and a half ago at the Marin–Sonoma Cattle Show at Valley Ford we saw a miniature dairy ranch and we decided to build one ourselves. We did not build our dairy ranch last year because we were getting information about dairy ranches.

Many people helped us to plan our dairy ranch. The people of the community came to shool and talked to us. They told us many things about their buildings that they did not like. They also told us how they would plan new buildings. Mr. Barker, our club leader last year, and Mr. Woody, this year, told us about model barns that they had seen. We are grateful to Mr. Torpen, our assistant farm advisor for

Hay barn, milking barn, calf barn, and hog barn.

giving us so many helps. The College of Agriculture gave us much valuable information. The department of engineering at Davis sent us blue prints of model ranch buildings. These we learned to read. The State Department of Agriculture at Sacramento sent us the Dairy Laws of California. Our trip to Davis with the Four H. Club boys and girls taught us many things about dairy ranches. The extension department of the College of Agriculture at Berkeley helped us to plan the entire ranch. We copied Dave Kee's milking barn. With all these people to help us we have tried to learn all we could about model dairy ranches.

The people of the entire community were willing to give us the benefit of their experiences just as soon as they realized the scope of our project and, out of it all, the children began to discover some of the things they needed to know before they could build their ranch. Each child chose one or two projects. Albert Ricci made the milking barn and the Ford truck. Johnny Camotta made the hay barn, Guy Mann the hog barn, and Louis Ricci the calf barn. Florence Scates, aged eleven, and Josephine Ricci, aged nine, decided upon the home-making project. Todd Mann, who was interested in sheep, built a sheep shed.

Arithmetic Taugh Through Life Situations

According to Thorndike in his "New Methods in Arithmetic":

The older methods taught arithmetic for arithmetic's sake, regardless of the needs of life. The newer methods emphasize the processes which life will require and the problems which life will offer.

The older methods permitted the teacher to set any problem that was a problem, regardless of whether it would ever occur as a real problem in a real world. . . . The newer methods set a higher standard in the selection and construction of problems, requiring that they teach the pupil to think and to apply arithmetic to situations such as life may offer.

The newer methods demand that the textbook and the teacher should at least:

1. Consider childish life and affairs, in school and out, and try to use them when they will be of real help.
2. Seek a vital, engaging problem as an introduction to teach a new process, if there is such.

In keeping with these principles, the writer is presenting the following illustrative problems, all of which are of interest to the community in which our project was carried out, and of more immediate concern to the pupils:

Problems

1. Drawing plans to a scale.
2. Reading blue prints.
3. Denominate numbers—contents of bins, tanks, silos, etc.
4. Bills, receipts, money orders, etc.
5. Cost of materials for the buildings.
6. Size of hay barn. In this region it takes about one ton of hay per cow per year. A ton of hay occupies *about* 512 cu. ft. (8 x 8 x 8 feet). How large must we build our hay barn in order to have it hold enough hay for forty cows?

Milking Barn for a Forty-Cow Dairy

7. Milking barn for a forty-cow dairy:

Milking Barn—	
Length	72′
Width	32′
Feed Room—	
Length	32′
Width	10′
Mangers—	
Width: Bottom	14″
Width: Top	30″
Height	20″
Runway—	
Width	8′
Length	20′
Standing space	4′ 10″
Gutter—	
Width	14″
Depth	3″ to 10″
Windows	2′ x 4′
Distance apart	2′
Distance from floor	4′ 6″
Stanchions—	
Height	5′
Walking space	4′
Doors—	
Two 4′ 10″ x 7′ 3″	
One 3′ 2″ x 7′ 3″	
Cement Foundation—	
Height	2′
Width: Top	1′
Width: Bottom	2′

8. Feed is one of the largest items of expense in this community. A few of the ranchers work out balanced rations for their cattle. A problem of interest for children in school is how to compound economical rations for dairy cows. This involves fractions, decimals, percentage, etc. The bulletin* contains tables from which these problems can be worked out.

9. Bailey, L. H., "The Farm and Garden Rule Book." This book, in the hands of the teacher, is valuable. It contains the source material necessary in solving many of the vital economic problems that may arise in the community. For example, how large a silo would be needed for a dairy ranch of forty cows?

* "A Simple Method of Compounding Economical Rations for Dairy Cows," University of California, College of Agriculture.

(Continued on page 10)

The cattle.

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE CONVENTION of city, county, and district superintendents and rural supervisors, and the meetings of the State Board of Education and the Core Curriculum Committee of California, at Hotel Huntington, Pasadena, made a noteworthy contribution to the state this month.

THE SPEAKERS on the program of the general sessions, especially Roy Cloud, Mrs. Dorsey, Will C. Wood, and Vierling Kersey, all placed special emphasis on more money for the elementary schools and the raising of the money by indirect tax, lifting the burden from the counties and local districts.

THE RURAL SUPERVISORS, under the leadership of Helen Heffernan, were very active and devoted to the program. They were 100 per cent in evidence at every meeting. Miss Heffernan, in her closing address, made a profound impression. She said:

And last, but perhaps most important, the rural supervisor must bring to the rural teacher a genuine appreciation of the magnitude and responsibility of her opportunity. The supervisor's attitude is most significant. It will stimulate or it will handicap. The supervisor who looks for growth will find it. The supervisor who goes at her work in a spirit of optimism, who radiates enthusiasm, who is generous and wise in her commendation will create a sympathetic relationship conducive to growth for the teacher and improvement for the school. There are many dangers in rural work. As leaders of rural teachers we must be aware of them and keep up our defenses against them. There is a danger of professional stagnation—of sinking to a dead level, of getting in a rut against which an everlasting struggle is necessary. If you or your teachers are thinking about education exactly as you did ten years ago or five years ago or even last year, you are in peril of professional stagnation. There is danger of being satisfied with poor results because the obstacles are so great. There is danger of impatience because of local indifference and lack of understanding with educational aims. Remember, we came to our understanding through the slow process of education and we must provide this process for the education of others. There is danger that we shall not keep our standards sufficiently high and accept well-meaning for doing well.

To all of us comes the question not "Is this job big enough for me?" but "Am I big enough for my job?"

THE CORE CURRICULUM COMMITTTEE discussed very thoroughly a plan of procedure in the adoption of books at their meeting October 5, at Hotel Huntington. State Superintendent Kersey requested that the meeting be not an executive session, but that the discussion be open to the public. The bookmen and others interested were present and when called upon took part in the discussion. An interesting question arose whether the committee should invite superintendents, supervisors, and others to send in recommendations on books. It was decided by a vote of six to three that recommendations would be considered but not invited by the committee as a whole.

Selden Smith, J. E. Osborne, and Mr. Laidlaw spoke on the subject. The committee decided that it would, in accordance with the advice of the state board, consider and recommend books for adoption solely upon merit, without regard to royalty or the price of books in carload lots, f.o.b. Sacramento.

The committee appointed a new committee of fifteen to arrange a course of study on music. All the members of the committee were present. Rudolf D. Linquist, who has taken the place of Julia Hahn during her absence at Columbia University, took an active part in the committee work and gives evidence of thoroughly understanding his job.

IT IS REPORTED that there are less than five hundred surplus teachers in California at the present time. A few years ago it was stated authoritatively that there were over eight thousand. This readjustment of the demand and supply of teachers is a favorable symptom, and it means that our teachers' colleges and universities do not have to meet the issue of finding a market for their product.

DEPARTMENT OF RURAL EDUCATION

(Continued from page 9)

Art and Nature Study

Some of the activities pursued in our project involved the following:

1. The making of booklets of various subjects such as trucks, barns, model kitchens, bedrooms and baths, living-rooms and sun porches, dining-rooms and halls, etc. Also a booklet containing exterior views involving landscape arrangements.
2. Four H. Clubs—flower club, involving a discussion of the literature included in its relation to the homes of the community.
3. Free-hand cutting of letters for poster work.
4. Stencils of words for book covers.
5. Color harmony charts, etc.

By using the experiences of the children in the home, the school, and the community as a basis for school work—even though we kept within the logical organization of a formal curriculum—there was awakened in the children a better understanding of their environment and, from the standpoint of art and nature study, a growing interest in and an appreciation of their surroundings. This led to much creative work, especially in connection with the coping-saw work in the lower grades and the construction of the ranch in the upper grades.

Six-year-old Charles Bulotti constructed a dairy ranch at home, but he couldn't make the cows without a pattern. When showing us his project, he eagerly remarked: "I wanta cows. I wanta stanchions lika Louis." The various home activities of the first and second graders were brought to school and finished. These formed the basis for lessons in reading, language, numbers, art, etc. For example, Charles brought his barn to school. The children copied the barn and colored it brown. They cut barns free hand. They modeled them in clay. They composed the following story:

Charles made the barn.
The barn is brown.
It has three windows on one side.
It has two doors.

This was the beginning class the second year of our project. These children were acquiring an English vocabulary. (You will notice that all of these words are found in the Elson primer.)

When Josephine was told that she could paint her dog any color she wished, she remarked, "O Boy! I'll look at all the dogs in the country." Louis had traced his pattern for his cow from an art book, then he sawed it out with his coping saw and mounted it on a stand. But Louis was greatly troubled. He remarked, "I am so ashamed of that cow. She's a scrub, and the book says to paint her a Jersey. If I do, they'll laugh at me." Egedio and Gregori Liali made trucks at home. Isadore and Dante Ricci, Robert Manni, and George Kee, each made the toys that interested each one the most.

The problem of what color to paint the Ford truck became a serious consideration for the older children. They examined color harmony charts collected from paint companies. They studied the pictures that had been mounted in the booklet about trucks. They finally decided to give it a nice bright red coat instead of leaving it a plain black. In the same way they ex-

perimented and investigated until they secured a Jersey colored paint for their cows.

Language Outcomes and Procedures

According to the new State Series Language Books, Sheridan, Kleiser and Matthews, "Speaking and Writing English," the following are general objectives for the elementary school:

1. To turn out pupils able to stand before the class and talk for a minute or two upon a subject within the range of their knowledge or experience, speaking plainly, in clean-cut sentences, and without common grammatical mistakes.
2. To turn out pupils able to write with fair facility an original paragraph upon a subject within the range of their experience or their interests.

Such a paragraph should show:

1. An absolute mastery of "the sentence idea."
2. Freedom from glaring grammatical mistakes.
3. Correct spelling of all ordinary words.
4. Unfailing use of the commonest marks of punctuation.
5. Some evidence of attention to matters of sentence structure and to the choice of words.

With these objectives in view, the children used the various community interests to vitalize their language work. Whenever the occasion arose for teaching language skills, these were taught and checked off the list. For example, a business letter was taught when one of the boys wanted "The Dairy Laws of California."

The greatest incentive came in December of the second year. The children were asked by the country club leader to take their buildings to the various club meetings, beginning in March, and talk about them. All at once language had a vital meaning to them. They reviewed their objectives for good sentence and paragraph structure. They wrote all kinds of paragraphs before undertaking to write their stories for the demonstration talks. In the same way they learned to stand on their feet and talk. They put more time on silent reading.

History and geography came to have a language meaning. They put more interest into telling their topics to the class. It is the opinion of the writer that, through these months of training for their demonstrations, came the greatest outcome of our project. They learned to overcome timidity and talk with ease, standing on their feet. In March the children wrote the following stories:

"Our Model Dairy," by Florence Scates, aged eleven:

When the boys were talking about making a model dairy ranch, we laughed at them. We didn't think they could make it. Anyway, we were not interested in barns, pig pens, and wagons. We were interested in home making. We wanted to make a doll's house, but we could not make one because we did not know anything about color harmony or how to arrange the rooms, so we thought we would learn more about these things before we made the doll's house.

"The Milking Barn," by Albert Ricci, aged thirteen:

Our milking barn was built for forty Jersey cows. Our herd of Jersey cows was copied from pictures of famous Jerseys that were exhibited at the 1923 National Cattle Show. Number one is Darling Jolly Lassie, who made 1141 pounds of butter fat in a year. We copied these cows from pictures of national champions and sawed them out of cigar boxes with coping saws.

Our milking barn is sanitary. It has a cement foundation and good drainage. The standing space slopes toward the gutter, and the gutter slopes toward one end. These two slopes make it easy to clean the barn with a hose. The slope of the manger is ten inches per foot. This is steep enough so that the feed that is dropped when the cows are eating slides back into the manger. It also keeps the feed from dropping on the runway.

In order to be healthy, a cow needs lots of fresh air and sunshine. Our milking barn has plenty of windows. The windows are two feet by four feet and two feet apart. They are four feet six inches from the floor.

Our milking barn is handy. In the old-fashioned barns the work was harder and took a longer time. In our milking barn it is easy to feed the cows because we have a runway. The runway goes from the feed room between the two rows of cows. The feed is brought from the feed room in a cart or carrier and is shoveled into either manger.

"The Hog Barn," by Guy Mann, aged twelve:

"The most profitable pig is the one that never stops growing until he is the right size." He must be the very best. We don't want any scrubs or runts on our ranch. We must take the best care of them so they will grow. The barn must be handy and sanitary.

Location—The hog barn should be down hill from the dairy, so the skim milk can run down. It should be in the opposite direction from the prevailing winds, so the wind won't blow the disagreeable smell toward the dairy. A trough should be put next the dairy for the milk to run in. This keeps the foam from clogging the pipes. On page twenty-six of the "Dairy Laws of California" it says that the pig pen should be one hundred feet from the dairy.

Sanitation—Our hog barn is made so we can keep it clean. It has cement floors, except where the hogs sleep. Wooden floors are best where they sleep because the cement is too cold. The cement slants toward the middle of the barn and also toward one end. This gives drainage when cleaning. The fertilizer is shoveled or washed into a manure tank and hauled into the fields. This helps to keep the yard clean.

The roof slopes toward the center, letting plenty of sunshine into the lounging space where the hogs lie in the sun. Hogs need the sun. They grow better and are larger. Without the sun their hair is dry and their skin is not healthy.

It was the second week of the spring vacation at the Ocean View School. The children had eaten their noon-day lunches and then, without even a game of ball, they resumed work on their projects. "But," said I, "hadn't you better play for awhile?" "We haven't time," said they. "We've got to finish our 'Model Ranch'."

A year and a half had passed since the Cattle Show at Valley Ford which caused them to start their dairy ranch. Step by step their horizon had widened, until they began to glimpse, with all its beauty and utility, some of the possibilities of a "Model Ranch Home." Each child had chosen one project. It was to finish these that they worked all one holiday, five Saturdays, and ten days of spring vacation.

As much of the project as each child had chosen to do was finished by each of them, and to each of the children came the desire to expand along the lines of his or her interests. For example, the boy who built the milking barn and the Ford truck wanted to build a model ranch home. The girls who had spent two years learning about home making wanted to furnish the model home. Todd, the artist, the dreamer, the boy who loved English and hated arithmetic—this boy wanted to landscape the yard, even though it involved drawing to a scale the trees and shrubs, and many an hour he spent after school learning fractions so that he could realize his ambition, even though he knew that the landscaping could not be started this year.

According to Kilpatrick, "Education is life itself and not a mere preparation for later living. . . . If the purposeful act be in reality the typical unit of a worthy life, then it follows that to base education on purposeful acts is exactly to identify the process of education with worthy living itself. The two are the same."

A project can be a living, dynamic thing that reaches out into life itself. Its ramifications can be made to include all the learning skills, if we but have the wisdom to follow the lead of the little child and, step by step as his horizon expands, center the skills of learning around his interests.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

MRS. JULIA G. BABCOCK, librarian, Kern County Free Library, and president of the California Library Association, was one of the principal speakers at the Pacific Northwest Library Association in Spokane, August 29 to 31, 1929. She gave the following address before a general session:

The world is awakening to the county library idea. It has been a natural evolution, the thought springing up here and there, developing gradually, and finally becoming contagious. Where the county has no existence, some other governmental unit has been substituted, but the purpose remains the same —to bring books, reference material, and periodicals to everyone in every part of a domain, and to have the field of workable size so as to make exchange and added service easy and prompt.

About one-half of the population of the United States lives outside of cities and towns, including both large cities and small towns. The automobile and consequent good roads have eliminated distance and made it possible not only for the rural dweller to get into the city whenever necessary or desirable, but conversely for the city-tired person to transfer his home to the suburbs, while continuing to conduct his business in the city or town. Neighbors' radios have given an impulse in the same direction.

Every modern improvement and public convenience has found its way into rural districts. First came the rural free delivery and parcel post which have wrought wonders in the development of the country. The telephone and telegraph likewise, utilities which are so much a part of everyday life that we cease to consider them. Electric power stretches its length across the continent and into all parts thereof. Abundant water supply is being developed by individuals, or by federal, state, or county government. The refrigerating plant has brought added comforts into the home. The agricultural department has made the contact between the farmer and the state university through the farm advisor. The home demonstration agent gives her time and her services to every group of women desiring them. From the state itself has come the horticultural commissioner and his staff. Through these agencies much has been accomplished, not only for the improvement of agriculture and horticulture, but for the social and domestic life of the farm. The agricultural department of the high school works in close coöperation with these other activities. The rural one-teacher school has given place to the consolidated school, attractive without and within, with many teachers, modern school equipment for building and playground, and school busses to carry the children to and from their homes. And now has come the radio, a blessing or a curse according to its use or abuse, its nearness or remoteness, but a potential power in education. What may not the airplane accomplish in the development, not of endurance tests, but of real service? All of these influences make life in the districts remote from cities more successful and more pleasurable to the rural resident and more inviting to the city man who wishes to live out of town.

What an opportunity this trend affords for the establishment of a new and more effective and far-reaching form of library service! It must be planned on a broad basis so as to measure up with other forms of public service, and not be forced into an apologetic attitude on account of shortage of funds.

What should a county library be expected to do for the county or district which has organized it? Being established to serve those who live outside of cities and towns having public libraries, its primary function is to minister to the needs of the adult population. The librarian should know the industrial and commercial interests of the county and should buy those books which will best meet the needs of the people. Standard reference works are purchased as a matter of course, for everybody must needs consult them constantly. If the district is largely agricultural, that fact should be kept in mind in determining the character of the books provided. If the chief interest is mining, an adequate number of books on mining and mining law should be acquired. There must be books for recreational reading for the hours of relaxation after the day's work. An inquiry was recently made at a certain branch library as to whether an evangelist, who had been conducting a series of meetings, had read lewd and debasing literature from the branch library. The custodian replied spiritedly that in the first place he could not have obtained such literature at the library had he wanted it, but that he had gone into the branch and had taken out some books of Zane Grey to read, as they took his mind away from his special line of work and afforded him mental refreshment. The inquirer was greatly relieved. This incident reminds me of an over-zealous young woman who thought it was wrong to read fiction because it "wasn't true," and so confined herself to reading "true stories" because, forsooth, they were "true." In this day of a literature without reticence she ought to be able to find truth.

The classification of interests and industries might be continued indefinitely, but it would simply multiply words. The central idea is to find the book that fits the need, and supply it without delay. As soon as the books can be purchased and catalogued they should be advertised and set to work. A book in the hand is worth two on the shelves.

We must never lose sight of the fact that the library is the only informal institution of learning which the adult has, and every effort should be made to make this opportunity not only a possibility, but an actuality. Books should be purchased with this end in view and should be given adequate publicity.

The needs of the children must be considered and only the best books should be provided for them, but these need not necessarily be selected from the lists which begin with "Aanrud" and end with "Zollinger." Many new titles are quite worthy of purchase. So much juvenile trash has been let loose on the world that in the library the child should find safe refuge from it. If he needs help or wants it, give it to him, but leave him with a freedom of choice in the selection of the book for his own reading. I pity the child whose reading is wholly planned out for him by an adult, however wisely it may be done. He may make mistakes in his choice, but with nothing like the disastrous results that will follow if the librarian makes an unwise choice for him, or if he fails to cultivate the ability to choose for himself.

With the establishment of a county library, and the appointment of a trained librarian, the next matter of importance which arises is the budget. How much service ought to be given and what will it cost? There is nothing to be gained in the long run by minimizing the amount of money which is needed. Better by far not to have a child than to starve it after its birth.

Any enterprise can be started with a small amount of money, but it cannot function properly without funds sufficient to meet the actual needs. If a library attempts to operate on a parsimonious scale, people will soon discover that it is unable to meet their needs and it becomes a dead letter. It is because so many fine library buildings, generously donated to an uncomprehending public, were expected to carry on thereafter upon a sum too small to provide librarianship or books or adequate service that so large a proportion of them have become mere mausoleums, instead of living factors in the lives of the people.

The librarian must learn, however, to take cuts in her budget with grace and hopefulness, for must not the hungry be fed by the outdoor relief department, the sick cared for in hospitals, the undernourished be built up into rugged health at the preventorium, the airport be established and improved, and the criminal be pursued and brought to justice or at least to court? Roads must be built and all the business of the county conducted, but the library budget should not be the first item to be reduced. It is an important part of the librarian's duty to see that the value of the library to the people is not lost sight of, and this work should not be cut unless other departments also are curtailed.

If I may be permitted to be personal a moment, I should like to tell you what the chairman of our board of supervisors said to me a few days ago, "My slogan for the library is 'first with the latest'." I am quite sure that he did not at the time realize what a boomerang this might become in the hands of an enthusiastic librarian. How very easy it will become to compare that slogan with a limited fund for the purchase of books or equipment!

How shall the people of a county be reached with book service most promptly, systematically, and at the least cost? Every county has collections of books in stores, post offices, homes, rented rooms, or buildings, and occasionally in a school, although we have not found that arrangement advantageous for the adult. For special groups books are sent to power plants, pumping stations, clubs, recreation halls, fire houses, construction camps, lumber camps, summer camps for Boy Scouts and Camp Fire Girls and kindred organizations, and our latest station is at the Pacific Coast Borax Company's camp on the very edge of the county where rich deposits of this substance have recently been discovered. Their letterheads carry the twenty-mule-team design so typical of Death Valley. In other counties there are such unusual and temporary quarters as a converted saloon, a transformed chicken house, a T.N.T. box in the forest, or a freight car which travels along with the workers it serves. An interested person can always be found to take charge of a collection of books serving a community and see to their distribution and ultimate return. For this service there should be given a compensation proportionate to the requirements of the work. All county institutions should have books and magazines suited to their particular needs, and the hospitals, where the custodian uses a noiseless, rubber-tired truck to carry books to the bedside for selection by the patient, are the place for cheerful books. The preventorium may need several collec-

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tions of children's books, one for the children who are under observation for two weeks prior to their acceptance in the institution, one set for the boys' dormitory and one for the girls', with still another group of supplementary books for the school. The detention home must have books for the children temporarily housed there, and the jail should have every possible attention despite the fluctuations of its population. The librarian gets one good trusty broken in to care for the books, when his term expires and it is all to do over again. The various county offices which need reference books should be liberally supplied with the latest and best editions, especially the farm advisor, the home demonstration agent, and the horticultural commissioner. Many of the other offices need a dictionary, an atlas, or a directory.

There is always a temptation in telling of the work of a county library to stress the picturesque and unusual, but this often gives a distorted view of the system as a whole. There is nothing particularly thrilling in the little collection of books serving a neighborhood from a home or from the front porch of that home, as frequently happens in the milder climates. But if that custodian is a reader, or that more rare person, a thinker, it is surprising what interesting requests will come in from that point. If the books are housed in a store busy with customers, there is no time for personal contacts through books, and the reader must make his selection from the books on hand, or send in his request for the book he wants to read. We cannot expect much but physical care of the books and records from the busy custodian and we do well to secure that. If special request blanks are provided by the library, anyone may ask for the book he desires. If they read the book reviews in the current magazines they ask for the books which appeal to them which may or may not be in the library. In our own county, we publish with more or less regularity a quarterly bulletin of accessions by means of which to inform our constituents of the books which are being added to the library. A sufficient number of these bulletins is sent to each branch and station to supply the demand for them, and as a natural consequence the main library is immediately flooded with requests. It is part of the day's work at headquarters to take care of these, finding out whether the book is available or not, where it is, calling it in if not in use, and reporting back to the branch the information concerning it. The more remote the place the greater the need to supply it with the books desired.

It seems to me that the time is rapidly passing, if indeed it has not gone, when the librarian can be considered the literary arbiter of the city or county over whose library he presides. The news-stand and the book club are much more likely to be the literary criteria of the average reader. People seem to enjoy being standardized, and claim an excess of busyness to excuse them from browsing in a library or bookshop and making their own selections. Perhaps the truth of the matter is that when they go to their bridge or social club they want to be able to discuss, or at least to mention, the title of the latest sensation, and the book club helps them all to be mentally alike, just as they all look alike as to style of dress, or the lack of it. The tendency seems to be away from independence of thought, or variation from the commonplace, or originality of mind.

True, the librarian selects the books which shall be purchased with a limited or adequate book fund as the case may be, and this becomes a delicate problem where funds are insufficient. How many copies of the popular book shall be purchased, and to what branches shall it first be sent? Where will it be received with the greatest avidity, where stand on the shelves? There are oases in the desert where garden spots bloom and orchards thrive and with this ability to create beauty and fruitfulness, there sometimes goes a keenness of mind which demands the best in literature. Therefore, it behooves the librarian to know the entire community which the library is supplying with reading matter.

As a branch grows and the needs and demands require a full-time service, a trained librarian should be employed, and suitable quarters provided for housing the branch library and reading room. One feature of the work in Kern County that has seemed eminently worth while has been the erection of branch library buildings in the larger towns. The community has in each case procured the site and turned it over to the board of supervisors. The building has been provided for in the county library budget at the rate of about one each year, omitting an occasional year. Nine such buildings have been erected, the latest one just completed at Mojave. In each, the best library shelving and furniture for adults and children have been provided, and the library is a matter of community pride. Some of these buildings are in communities where it would be somewhat of an extravagance as yet to employ a trained librarian, and I have a vision of the time when we may be able to have at least one trained librarian in each large section of the county, whose duty it shall be to visit constantly the libraries in that district and to look after details of service and of records more fully than the county librarian can possibly do on her visits which cover the entire county. This would greatly enhance the quality of the service given and would afford the ambitious custodian a wonderful opportunity for increasing her personal knowledge of library technique. It is a dream, but not an unrealizable one, I think. The visits of the county librarian should, of course, continue for she cannot afford to get out of touch with any part of the county, or any phase of the work of the library.

The library children being now fairly well housed, it is time for the mother library to have a headquarters building. This would be a logical outgrowth, for in our case the entire county is a unit for service, cities as well as county sharing the small county tax for the maintenance of the library.

The work of the county library with the schools is a whole chapter by itself, which can perhaps be briefly summed up in the question, "What would the schools do without the library?" Surely their work would be sadly curtailed at every point, for the efficient library aids teacher and pupil in every subject. Sometimes so much is done for the schools that other parts of the work suffer, and that is why I place the service to adults as the first reason for being of the county library. To every school, at whatever distance, go books for the teachers' use, supplementary books for the pupils, and books selected by the children's librarian for the home reading of the boys and girls. Maps and globes, periodicals, some suitable reference work, an unabridged dictionary with small ones for the pupils' own desks, and perhaps a set of stereographs, go, too, all helping the school to get the most out of the year's work.

There is a school over in the midst of the Mojave desert in a valley of such difficulty of access that I have never been there until this year. To reach it we travel through fifty

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miles of canyon and mountain road above the rushing Kern River below, with the tall shining candles of the yucca on the hillsides, and then leaving the canyon where it spreads out into a mountain valley, journey along until we come to a narrow trail leading off to the right over sand and through sagebrush. After many miles we stop to eat the lunch we have brought with us, beside a spring with a little stream flowing by where the willows cast a grateful shade. Then forward again over a narrow, sandy road and through two gorges where the snow piles high in winter and shuts in the whole valley. We pass by the remains of an old school building, long abandoned, and drive on wondering how soon we shall come in sight of Landers School. Each building seen in the distance, and they are but few, must certainly be the school, but proves not to be, until we come to what seems the last building but one on the whole horizon. We stop to inquire and find that here lives the clerk of the board. The little white house on the hill is the teacherage, and just over the hill we are told is the schoolhouse. We climb up and over the old worn stile, and what a cordial welcome we receive, outspoken on the part of the teacher, shyly smiled on the part of the children. What pleasure is shown over the books brought them, and what appreciation of the service given through the year. We take a picture of the graduating class, one big boy and a girl, both of whom are going on to high school although it means leaving home and traveling seventy-five miles away in order to attend. Some of the children are white, but more are Indians who have never been out of the valley, but who are clean and neatly dressed with every button in place, and they are well-shod. Going out by another route we climb to the crest of the hill which has hitherto deterred our going in, but from the top of which is such a magnificent view of mountain and distant valley and of a shining salt lake that we stop to feast our eyes, and to snap a picture or two.

But for every such picturesquely located school there are scores of schools such as we all know, each interesting in itself, each doing its part in the education of young America. For every small remote school there is a large one of many rooms, perhaps of several buildings, and for these the school service is given either through the school librarian if there be one, or to the individual classroom. Three hundred classrooms are served by the county library in one hundred and twenty-four schools, but my heart goes out most to those teachers who are doing pioneer work in some shabby little building (and they are not many in number) with inadequate equipment, and yet who are accomplishing wonders in the training of the boys and girls in their care. That seems to me missionary work of the finest type.

Successful cotton growing is adding to the school problem, for hordes of Mexican peons come up over the border to work in the cotton fields. Some negroes from the South come also but they are our own problem. Driving south on any highway one meets scores of dark faces (not all sun-tanned) coming in broken-down Fords or in trucks filled partly with much-used camp equipment, but chiefly with children. Some individual conveyances are crowded with household stuff, and then the children are tucked in the corners while a washtub decorates the top of the machine. As I see the man and the woman on the front seat I say to myself, "With all my earthly goods I thee endow."

These children are rounded up assiduously by the school authorities as soon as they arrive, and are brought into school if it be but for a few weeks. Additional rooms and teachers, sometimes additional buildings, must be provided for them. They have, for the period of their stay, the best that schools and library can give. Some of the latter's gifts fade away overnight, never to return, as these migratory laborers move on to new fields of labor. This is all very good, but just why should it be characterized as "cheap labor?" It is certainly not cheap to the counties for often immediate relief must be given and, with the average type of conveyance used, highway accidents are inevitable, requiring emergency hospital aid. And yet, they are so responsive to opportunity, they soon have long lines of washing fluttering in the breeze, and soon the women are washing their long black hair; perhaps this, too, may be for racial advancement.

This evening's paper states that the Woolworth Company is going to bring out a high-class magazine to sell from five to ten cents each. That is well. The cheaper and the easier of access that any good literature becomes, the better. Rental libraries and cheaper and better magazines release the funds of the library for reference material and books of non-fiction, and make for better resources for the people when they seek information or more serious reading matter.

The ideal of the county library seems to me to be to secure the interested attention of every person within its territory, and to be able not merely to meet their wants, but to anticipate them. Not only what do our people want today, but what will they want tomorrow. We must keep out the dead wood from our shelves and replace it with the latest editions and up-to-date information if we would hold the respect of our constituents.

Back of every library in California stands the state library with its rich resources of books, of information, of records of past and present times and people of the state, of its large collection of prints, of files of newspapers, of documents, of all that a library finds useful and valuable. The largest library and the smallest may feel that if they cannot supply the needed book or information, doubtless the state library can do so, either by the loan of a book or by means of a photostat. Its law library is exceedingly valuable, and the whole spirit of the institution is one of friendly helpfulness.

The county library has broken ground. Seed has been sown cautiously and sparingly as yet. There are rich harvests to come which must spread over every valley and mountain and desert on our own continent and throughout the world.

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Kindness has resistless charms.—*Rochester.*

With malice toward none, with charity for all.—*Lincoln.*

It is true that he who does nothing for others, does nothing for himself.

Kind hearts are more than coronets, and simple faith than Norman blood.—*Tennyson.*

How far that little candle throws its beams,—
So shines a good deed in a naughty world.
—*Shakespeare.*

Kindness—a language which the dumb can speak and the deaf can understand.—*Bovee.*

That best portion of a good man's life,
His little nameless, unremembered acts of
kindness and of love.
—*Wordsworth.*

Count that day lost whose low descending sun
Views from thy hand no worthy action done.
—*Anon.*

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your schools will interest other educators.—EDITOR.]

THE WORK of Helen Heffernan as director of rural education has attracted national attention. She has accepted engagements to speak in Oregon, Michigan, and other states, before large gatherings interested in rural education.

MADELENE VEVERKA, supervisor of primary and kindergarten classes in the city of Los Angeles, is on the program in Wyoming and Colorado this month. Her excellent work in the Los Angeles city schools is not only recognized at home, but in every city where there is a forward-looking program in education.

SUPERINTENDENT AGNES MEADE of Yuba County called her teachers together on Saturday, September 14. Sixty-nine teachers were present. Superintendent Walter Kynoch of Marysville and his teachers acted as a hospitality committee.

Entertainment was provided by Mrs. Nina Ormiston, music instructor, Marysville elementary schools, assisted by Dorothy Reissinger, kindergarten instructor, Marysville. Mr. Ritchie Smith, representative of musical education, Ginn & Co., favored the audience with vocal selections requested by members present. Mr. Smith has become very popular among teaching circles throughout the state, through his melodious voice.

Miss Kaps of State Teachers College, Chico, gave a most interesting description of all courses offered by the college in its extension department. Miss Kaps placed special stress on the teaching of reading—defining reading as "bringing meaning to the printed page."

Miss Winifred Van Hagen, division of physical education, State Department of Education, in giving her message to the teachers opened with a relaxation period. The group was given physical activities and fun and merriment continued for a ten-minute period.

Miss Van Hagen distributed the new physical activity manuals provided by the state department, giving a review of the physical education activities course as sponsored by the State Board of Education.

In the course of her talk Miss Van Hagen said: "Leisure time is very important. Interest in children's games should be a part of every teacher's work. Morals and manners may be developed through the lunch hour when teachers and children eat together. Develop pupil leadership. Allow the pupils to referee."

Mrs. Katherine McQuaid, general supervisor of Yuba County Rural Schools, outlined the educational plan and objective as sponsored by the County Board of Education and asked the coöperation of the teachers to the extent that each district school function according to its needs and possibilities.

Mrs. Meade commended the teachers for the interest shown in this initial meeting and urged them to "keep Yuba County's schools the best in the state. Know your job. Most of us understand our work but do we understand our job? Perhaps we do not know that there might be a difference between our work and our job. No organization performs anything like 100 per cent service unless and until every man and woman on the payroll understands the job as well as the work for which each is definitely engaged. The work of each individual in any organization is technically different, but the job of every one is exactly the same."

ARTICLES OF INCORPORATION have been filed at Sacramento by The California Association for Adult Education. Among the incorporators are Susan M. Dorsey, Will C. Wood, Everett Perry, M. J. Ferguson. The headquarters will be at Los Angeles.

HONORABLE WILL C. WOOD, ex-Superintendent of Public Instruction, and at present Superintendent of Banks of California, has sent his resignation to Governor Young. He expects to spend three or four months in South America.

SUPERINTENDENT C. RAY HOLBROOK of San Bernardino has been given much press publicity over a flare-up on the election of a teacher over fifty years of age. It is evidently a case that is individual and not a general policy. Mr. Holbrook is doing splendid work and has attained a state-wide reputation on his new tax and apportionment plan for funds for public school work.

EX-SUPERINTENDENT R. J. FITZGERALD, who served eight years as County Superintendent of Nevada County, and was well known to county superintendents of the state, died recently in San Francisco.

Delta Phi Upsilon

(National, honorary, professional, kindergarten–primary fraternity)

DELTA PHI UPSILON is the first national honorary, professional, kindergarten–primary fraternity. It was founded at Broadoaks Training School at Pasadena, California, on January 8, 1923. The Broadoaks School is now a graduate school in kindergarten–primary education. The aim of Delta Phi Upsilon is "To promote professional attainments and to set a high goal of achievement before the undergraduate students." The honorary member roll is as follows:

1923—Miss Imelda Brooks of Pasadena, Cal.
1924—Miss Louise Whipple of Pasadena, Cal.
1925—Miss Madelene Veverka of Los Angeles, Cal.
1926—Miss Julia Hahn of San Francisco, Cal.
1927—Miss Elga Shearer of Long Beach, Cal.
1928—Miss Annie E. Moore of Columbia University.
1929—Mrs. Rebekah Kinsey Earle of Broadoaks, Pasadena.

The fraternity at present is engaged in raising a national scholarship fund to be used by some member for further study and training in kindergarten–primary education.

THE *Book Builder,* published in Boston by Ginn & Co., is an outstanding publication be-

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cause it is so human in its editorial slant. There is always a delightful touch of brotherhood in its pages, and it records interesting news of the janitor, the corporation, treasurer, and manager or author with equal prominence. Recently, Miss Margaret Doherty of the composition department died and the following extract about her from the *Book Builder* is of interest:

Miss Doherty was a veteran compositor, having been "at the case" for forty-three years, twenty-five of which were spent in the Athenæum Press. She did excellent work and could always be depended upon to give her best. Seldom absent, and never late, she built a fine record for herself.

She liked to say kind words to and about people. She backed her company strongly. The Benefit Association was helped immeasurably by her activities on its behalf. Whenever there was a get-together among the people of the press, she was one of the chief supporters. She loved her church and sang for many years in the choir of the Cathedral of the Holy Cross. She belonged to many of its societies. In her youth she attended the old Hancock School of Boston, and you could always find her at the alumni reunions.

The Athenæum Press, Ginn & Co., and her associates have suffered the irreparable loss of a painstaking craftsman and a beloved friend. The fragrance of her beautiful life with us will be a lasting memory. We offer our deep sympathy to the bereaved family.

Textbook on Arctic Written by Californian

Utilizing his knowledge of the Arctic region gathered from years of experience as an explorer of the North, Arthur Eide, 1020 Georgia Street, has become the coauthor of "New Stories of Eskimo Land."

The book will be published within the coming year by the Harr Wagner Company, and will be used as a textbook. Eide also secured data for the book from the Norwegian and Canadian governments.

This is the second volume dealing with the Arctic which Eide has published. His first, "Children of the Northern Lights," was written in collaboration with Professor Arthur Brovedeour of the University of California, English department, while his most recent work was done jointly with Mrs. Arthur S. Gist.

Among his friends, Eide has numbered the late renowned explorer, Roald Amundsen.—*Vallejo Chronicle.*

PIONEER TEACHER DIES

Mrs. David Hayes (née Alice M. Walker) passed away at the home of her son in Palo Alto on September 2.

Mrs. Hayes was the first woman County Superintendent of Schools in California, having served in that capacity in Mono County from January, 1876, to January, 1878, and was for forty years a member of the Mono County Board of Education.

Mrs. Hayes also taught in Tuolumne County for a number of years.

A daughter, Mrs. Cordelia Dolan, now a member of the San Francisco School Department, was also Superintendent of Schools of Mono County for twelve years.

The chains of habit are generally too small to be felt until they are too strong to be broken.—*Johnson.*

Bad habits are as infectious by example as the plague itself by contact.—*Fielding.*

ABOUT BOOKS

The Effective Christian College, by Laird T. Hites: Part one of this volume gives the background of the Christian college. Part two presents a program for the attainment of these Christian ends.—(Published by Macmillan Company, 60 Fifth Avenue, New York. Price $2.00.)

Second Latin Book, by Ullman & Henry: New revised edition with 535 pages and 91 pages of Latin–English vocabulary. (Published by Macmillan Company. Price $1.68.)

New Books of Ginn & Co.

A Biology Workbook, by James C. Adell, Orra Olive Dunham, and Louis E. Welton: This biology workbook is made up of sixteen units. These units not only include a proved body of subject matter, but also a successful technique of presentation. Price $1.32.

Teachers' Guide for an Introduction to American Civilization, by Harold Rugg and James E. Mendenhall: This course is based upon fundamental psychological principles or how the pupil learns. Price 48 cents.

Pupil's Workbook, by Harold Rugg and James E. Mendenhall: In this "Pupil's Workbook" suggested plans for activities are incorporated as a series of problems. Each problem of the course is an organization of things for the pupil to do. Each unit compels him to find the answer to one or more important questions. Many units encourage him to write original essays, to dramatize historical movements, to paint unique pictures. This course, therefore, constantly confronts the pupil with stimulating problems, insight into each of which is important for an adequate understanding of American civilization. Price 36 cents.

Alpha Individual Arithmetics, Book two: A combined textbook and workbook by the supervisory staff of the Summit Experimental School. Every effort has been made to make these arithmetics as attractive as any story book so that the child may find in them his own individual opportunity to advance by safe and pleasant roads, and to come in his progress under the fascination of the power and beauty of numbers. Part I, 36 cents. Part II, 36 cents.

Asia, by Nellie B. Allen (revised edition): This book is based on problem work. The problems of a country often depend largely on the kind of regions which make up that country. For this and other reasons a regional map has been added to this book and regional geography has been made more prominent in its pages. Price $1.00.

The New Path to Reading: Delightful readers with colored illustrations. Book I, 64 cents. Book III, 80 cents.

Right education is such a preparation of the individual in physical, intellectual, and moral capacities, as will enable him to secure the highest enjoyment from their use, here and hereafter.—*Roark.*

Sow an act and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny.—*Boardman.*

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The Harr Wagner Publishing Company call to your attention that they have just pub-published the first Geography of Southern California for school purposes. Dr. H. W. Fairbanks in his "Southern California, the Land and Its People," has done a fascinating study of the home conditions of the Southern part of the state for pupils in the fourth or fifth grades. List price of this book is $1.50.

In the New Edition of California History by Harr Wagner and Mark Keppel we have a book revised down to May, 1929, beautifully printed and bound, with many new illustrations and much added material and data brought up to date. This book is being adopted in many places for use in the sixth grade, where the study of California History has been taken out of the Junior High School. List price of this new edition is $1.50.

Junior High School Science, by Mae Johnson Corwin and Walling Corwin—the most outstanding book of the past year for an introductory or discovery course in science—has been adopted for the Seventh Grade in both Oakland and Richmond, California, and for supplementary use has been purchased in quantity by San Francisco, San Diego, Coronado, Glendale, Los Angeles; Bath, Ohio; Perth Amboy, N. J., and other places. List price of this book is $1.60.

For Administrators desirous of an advanced method of keeping class records we offer the "Educators' Looseleaf Class Book and Official Report," designed by Oliver Hartzell, Superintendent of Schools of San Rafael, California. These class books are the result of six years of experimental work by Mr. Hartzell in endeavoring to attain a record book of simplicity and adaptability. The class book is listed at $1.25; looseleaf fillers, per class, 25c; 6 classes, $1.00.

In Arithmetic, published September 1st, we submit for your approval "Practice Problems" by R. W. Camper, Rural Supervisor of Glenn County. Net $0.80. Supplemental problems in Arithmetic for the sixth, seventh, and eighth grades. Specially adapted to State Series of Arithmetic.

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A catalogue will be issued shortly after the first of January which will be completely priced throughout and on the bottom of each page will be printed information as to whether the prices are f.o.b. San Francisco or f.o.b. the various factories.

It has long been known that the conditions prevailing in the school supply industry were far from ideal and all those interested in the purchase of school supplies and equipment should be interested in a positive, aggressive policy looking toward uniformity in price.

C. F. Weber & Co. have combined their three warehouses and also located their general offices in a new, modern, five-story building located at 650 Second Street, San Francisco, Cal. This concentration of warehouse space will enable them to render service not previously possible.

While the priced catalogue will not be available for distribution for some time, each salesman has been provided with the new schedule which carries a material reduction over previous prices. This schedule also provides a consistent mark-up on the various classes of merchandise used in the school.

By thoroughly organizing their force on a jobbing basis, rendering prompt and efficient service and at reduced prices over those heretofore prevailing, the company believes that future volume will be increased and the business handled in a much more satisfactory, efficient, and thorough manner.

YOUR FRIENDS, THE PUBLISHERS

THERE HAS LONG SINCE ceased to be any doubt about the constructive services of the textbook publishers to public school development. The day of questionable methods in the marketing of textbooks has also for the most part slipped into the limbo of forgotten things. Publishers are still the most potent force in curriculum development in America in spite of a generally awakened interest in this activity on the part of educators. The friendly attitude that uniformly exists between buyer and seller in the textbook business is a praiseworthy condition.

But publishers are sometimes thoughtlessly imposed upon by teachers, and a word needs to be said in this connection. The bane of the business is the terrific drain in the giving of free samples of textbooks. Perhaps publishers were originally at fault in encouraging this practice, but in fairness to them teachers ought now to aid in checking the practice. Textbooks could be sold at lower figures if this item of selling expense were materially reduced. And the teacher does hold much of the power of improvement in her own hands.

Publishers are glad to have teachers manifest enough interest in some new publication to write for a copy, but why should the teacher expect to get that copy without paying for it. Frequently there is no possibility whatever of its being considered for general use, but it is sent for merely because the teacher thinks it might be of value to her. In no other line of business would that same teacher expect to get a full-size package of a product that interested her, although samples are sometimes offered. One cannot write for a tire for the automobile and expect it to be sent gratis on the theory that if satisfactory it may be adopted for all four wheels. Even a box of face-powder cannot be obtained with the maker's compliments in the hope that by thus submitting it he may gain an exclusive five-year contract. Why should the publisher's wares be regarded so differently? If the teacher wants a copy of a new text, the equitable thing to do is to send along the money to pay for it. Or, because administrative heads of school systems are generally expected to be in touch with the newest materials, she can probably obtain a copy from the superintendent's office for such inspection as she wishes to make; or she can ask to have a representative call. Publishers will never escape the necessity of supplying samples to school executives or teacher committees which are definitely charged with the duty of specific text adoptions, but they ought not to be subjected to indiscriminate requests.

The self-respect which makes us unwilling to step into a store and ask a merchant to give us an article off his shelves ought to govern us in our relation with textbook publishers. Let us be just as alert and responsive to publisher's announcements as ever, but let us play the game in a broad-minded way by paying for what we want. Free book samples are not a proper perquisite of the office of teaching.—*From "Ohio Schools," June, 1929.*

HABITS

HABIT is ten times nature.—*Wellington.*

Habit is the deepest law of human nature. —*Carlyle.*

We first make our habits, then our habits make us.—*Dryden.*

The habits of time are the soul's dress for eternity.—*Cheever.*

Men are but children of a larger growth.—*Dryden.*

How use doth breed a habit in a man!—*Shakespeare.*

Habit is a cable; we weave a thread of it every day and at last we cannot break it.—*Horace Mann.*

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THOUGHTS FOR MEMORIZING

I have a firm belief that the rock of our safety as a nation lies in the proper education of our population.—*Benjamin Harrison.*

Every man must educate himself. His books and teacher are but helps; the work is his.—*Webster.*

If a man empties his purse into his head, no man can take it away from him.—*Franklin.*

Education is the only interest worthy the deep controlling anxiety of the thoughtful man.—*Wendell Phillips.*

Those who think must govern those who toil.—*Goldsmith.*

Learning by study must be won,
'Twas ne'er entailed from sire to son.
—*Gay.*

Education commences at the mother's knee, and every word spoken within the hearing of little children tends toward the formation of character.—*Ballou.*

Education is to know for the sake of living, not to live for the sake of knowing.—*Kate Douglass Wiggin.*

Education begins the gentleman, but reading, good company, and reflection must finish him.—*Locke.*

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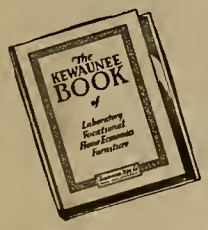

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NOVEMBER, 1929

—Photo by Harry Noyes Pratt

Ruins of Aurora, the pioneer mining town where Aurora Esmeralda, author of the new book "Life and Letters of a Forty-Niner's Daughter," spent her childhood days.

FEATURES IN THIS ISSUE

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Neighbors All. A Play ..... *Alice Hand*
The Crown of the Sierras. A Play ... *Helena G. Smith-Niegosch*
Jottings of a Traveling Bookman ..... *W. M. Culp*
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ACTIVITY PROGRAMS FOR THE CHRISTMAS HOLIDAYS

Foreword

"NEIGHBORS ALL" represents a very "usable" framework to supply unity and background to a Christmas program of good music. It is flexible and informal and easily admits of cutting down, expanding, or other adjusting. It can be used for elementary rural schools, high schools, or where a general community program is desirable. Recitations may be effectively introduced into any group if so desired. Suitable music can be obtained through local dealers or county librarians or by writing directly to the Educational Music Bureau, 434 South Wabash Avenue, Chicago, Ill. (Rates reasonable; leaflet form sent on approval if necessary.) Copies of carol books are as follows: Hollis Dann's Christmas Carols, Father Finn's Christmas Carols.

The church hymnals and the school song books are also valuable sources for Christmas music. Phonograph records are very helpful in rural sections where music resources are rather limited. These can always be supplied through county library assistance.

A very effective star can be constructed of double red isinglass with a tiny, flat flash light inside.

You can order from Harr Wagner Publishing Company, 609 Mission Street, San Francisco, or through your local dealer, "Christmas Celebrations" by Joseph C. Sindelar; price, 40 cents. "Thirty Christmas Dialogues and Plays;" price, 40 cents. "The Spirit of Christmas"—a fantasy in two acts, by Miriam Wilson; price 25 cents. "It Came Upon a Midnight Clear"—A Holy Night play, by Irmagarde Richards; price, 25 cents.

NEIGHBORS ALL

By ALICE HAND

SCENE: Living-room of Tommy Williams's home. Christmas tree in full regalia to left. Piano at right. Entrance preferably at rear. At right front is a couch on which is Tommy with bandage on head and leg in bandages elevated on a cushion. His mother is putting finishing touches to the tree. Tommy can be any age, perhaps twelve or fourteen would be most "usable."

TOMMY: Talk about your hard luck! I tell you, this Christmas beats it all. Father off in Chicago and me tied by the leg to a sweet little cushion with my head done up like a Turk's turban. Just think what I was going to do tonight. Why, all of my gang were going to dress up queer, in red and green rigs, and go 'round all over the neighborhood visiting and hollering "Merry Christmas" and singing carols just like they used to do in England years and years and *years* ago!

MOTHER: I know, darling, it *is* a disappointment to you, but think how lucky you are to be here at all when that terrible little Liz that turned over on you tried so hard to put you out completely. I was going to sing a solo with the church choir tonight, but here I am staying home for a cozy time with you, instead.

TOMMY: Oh, I know I ought to be thankful all right, but I do feel lonesome. Why, even little old Billy is out with the kids to play on a bunch of sleigh bells in the Baby Band. Couldn't you sing that song that you were going to sing with the choir, anyhow, Mother? It might help a little!

MOTHER: I'm afraid I couldn't, Buddy, without some one to play the piano.

VOICE *(in the hall):* And here's the somebody right now who's going to do that little thing!

(Enter Miss Miller, first neighbor to appear. Miss Miller will be the official accompanist for the evening. The school music director would feature well in this rôle.)

MISS MILLER: Well, Buddy, how goes the battle? *(Pats his leg, bringing forth a howl of protest.)* Oh, I'm so sorry! I didn't realize it was that bad! Quick, Mrs. Williams, let's sing that song for him and get his mind off that leg I just ruined!

MOTHER: You play something for him while I run upstairs and get my music.

MISS MILLER: Very well. I know all this laddie's favorites. We'll make it *(announces title)*. We'll have him feeling Christmassy in no time! *(Plays "The Little Shepherd"—Debussy, or "In the Olden Time"—Jewell. Make appropriate selection here. As she finishes, Mrs. Williams returns with music.)*

MISS MILLER: And now it's Mother's turn to cheer up the wounded warrior!

TOMMY: That was dandy, Miss Miller. But I sure love to hear Mother sing. *(Selected song here. "Sleep My Jesus" or any other appropriate solo. See list. This might be a duet between the two women.)*

TOMMY: That wasn't half bad, but I honestly wish some of the kids would turn up.

(Knock at the door. Miss Miller runs to open it.)

MISS MILLER: Who stands without this Christmas night?

VOICES: Three kings of the Orient. Open to us!

(Three boys dressed in oriental costume enter singing traditional carol, "We Three Kings of the Orient." They stand

close to the Christmas tree, pointing to star on its tip, until the last few lines, when they march out singing, without a personal note struck in any way.)

TOMMY: Say, that was swell! The Three Wise Men! I guess those were the presents they had in their hands. Glad we have a star on the top of our tree. I guess that's what brought them in!

MOTHER: I'm sure it was, and who knows what that star may do for you before the evening's over! I do declare if here isn't another outfit right now. *(Knocking and stamping and cries of "Merry Christmas" outside.)* Come in! Come in! Buddy and I are certainly glad to see you! Why it's the church choir *(or the glee club or any other group)*, son, come all this way to sing for you, I'm certain!

(They run in with various exclamations—"Merry Christmas," "Hard luck, sonny," "It could have been worse," etc. Babel of voices. Instrumentalists may accompany this group such as violin, horn, etc. If the program is a community affair, these may be grown-ups.)

LEADER: Can't stay long, Tommy. On the run down to the "doings," but thought you'd like to sample the program. Lovely star you have there. Come on, Miss Miller, let's have *(announces song from the "new carol" group or any other appropriate selection. They sing)*.

LEADER: And here's Bill *(or Mary, or Bill and Mary)* with his cornet *(or violin or other instrument)* already to give you "There's Music in the Air" *(or "Berceuse," etc.)*. Step up and see if you can't make Tommy here believe he went to the "doings" after all.

(Instrumental solo.)

TOMMY: Oh, that *was* peachy. Thanks a lot!

LEADER: Good! Come on, folks, step lively! Off we go! Merry Christmas to you, Tommy! *(Exit.)*

TOMMY: Now wasn't that white of them! I'm feeling Christmassier and Christmassier!

(Racket outside.)

MISS MILLER: Well, just listen to that jolly racket that's coming to our house. Bless me if it isn't the Christmas band. The kiddies are getting more enterprising every year! *(Goes to door.)* Come on in, youngsters. Tommy's pretty near hopping off his sofa he's so glad you came around! Tune up now! Can I help to get you started?

(As she says this, the little folks carrying triangles, bird whistles, sleigh bells, drums, xylophones, etc., run in and group themselves around Miss Miller at the piano after greetings to Tommy. They play "Christmas Bells," or a march from Sousa, or some stirring piece easily followed. The phonograph would do here as a guide. Just as they finish the Christmas carolers are heard in the distance. They might approach through the audience singing as they come. They are costumed in red-hooded dominos, or any gay costumes suggesting medieval background. They finish song, serenade fashion, just outside. Their songs will be the well-tried, favorite Christmas carols. All on the stage listen quietly till singing is over. Mrs. Williams runs to door and they all troop in with cries of "Merry Christmas," "Christmas gift," etc.)

LEADER: My, Tommy, that's a lovely tree you have. You can see that star shining 'way off.

TOMMY: Guess it must have brought you here all right, tonight. Give us some more of that swell music, can't you?

LEADER: Right-o! Come on, ye merry carolers, let's tune up. *(They group themselves around the tree and sing several carols.)*

MISS MILLER: And now for a real Christmas sing. Everyone come out strong! *(She seats herself at the piano and they sing two songs, selected verses being announced by her. "Oh, Little Town of Bethlehem," and "Come All Ye Faithful," would be good here.)*

MISS MILLER: And now you just have ten minutes to scurry off down to the school in time for the program. Wish Tommy could go with you, but I know he has enjoyed his own private performance. Come on! Out with you, children! I'll play an exit!

MRS. WILLIAMS: It's made Christmas all different for us, I can tell you, and I shall never forget this piece of dear neighborliness. Good-night. God bless you, and Merry Christmas!

(They go out with last cries of "Merry Christmas," "Good luck," etc., to Tommy. Mrs. Williams catches up a package of gay confetti and she and Tommy pelt the departing neighbors. Miss Miller sits at the piano and plays softly till everything quiets down.)

TOMMY: Wasn't that just dandy of them, Mother? I guess I'm not nearly as unlucky as I thought I was. Did you notice how every outfit that came in spoke about what a lovely star we had on top of our tree? Almost seems as if it might have called them in, doesn't it?

MRS. WILLIAMS: I shouldn't be surprised Tommy boy, if it had, for that star ought to mean ever and ever so much in the lives of all of us. You know it guided the Wise Men to the manger where the little Christ child lay. I can just see them, can't you? The great camels padding along through the still desert country, then up the quiet street of the little sleeping town of Bethlehem till that marvelous, golden star stopped, to their astonishment, right over the door of a humble stable. You remember, when they went in there among the placid, drowsing cattle, they found cradled in the straw the Wonder Child, who even then looked at them with a light in his eyes that was more glorious than the light of the golden star that had brought them there. They knew him for the king who was to rule and guide the hearts and souls of men forever and ever, and they laid at his feet the first Christmas gifts of the world, there in that little stable in Bethlehem.

You know, Mary and Joseph were not at home among their own kind friends and relatives when the little Jesus came to them. In spite of their happiness in their little son I have often wondered if Mary and Joseph didn't feel a little lonely and strange there in that stable on that night of all nights, with no one to show the lovely baby to, and rejoice with them. Perhaps to them the appearance of the great, powerful Wise Men bringing tribute to a heaven-born king meant something else besides that. Perhaps it gave to Mary the heartening glow of the neighborly feeling—someone to

share their happiness and add to it with friendliness and appreciation. What do you think, son?

Tommy: I think you're just right, Mother. Of course, I'll get presents tomorrow and eat lots of turkey 'n' everything, and I'll think it's the nicest day of all the year; but I guess all the folks planning to come in tonight and cheer me up was the real Christmas stuff, all right!

Mother: Indeed it was, son. That's what Christmas, the birthday of our dear friend and guide, Jesus Christ, will always mean—the Christ spirit of generosity and kindliness and neighborliness which will never grow old or go out of fashion as long as the world shall stay the world. *(Miss Miller has been softly playing "Holy Night" during this last speech.)* Come! Let's sing it, sonny, before we carry you off to bed and leave the tree and the neighborly star alone until tomorrow! *(They sing first verse; at beginning of second verse Miss Miller signals to audience to join in, which closes the program.)*

(Curtain.)

THE CROWN OF THE SIERRAS

By Helena G. Smith-Niegosch

[A California Christmas Play in one act for young people ten to fourteen years old.]

CHARACTERS

Father Time	Shower	Ice
Mother Nature	Flora	Frost
California	Pomona	Gale
Sun	Snow	Sleet
Zephyr	Blizzard	

Chorus of Nymphs of Time and Nature

Scene: The halls of Time and Nature.

Setting: The stage is dressed to represent the spacious dwelling of Father Time and Mother Nature. A rainbow arch at the back, and symbols representing the sun, moon, stars, and planets adorn the walls.

There is a throne at center back on which Father Time and Mother Nature are seated. Arranged in groups about the stage are the Nymphs, some standing, some seated, some reclining.

There should be an overture of appropriate music before the curtains are drawn. "The Wave," by Heller, is suitable.

(Curtain.)

Song of Nymphs: *("We Are Nymphs.")*

We are Nymphs of Time and Nature,
Sing we now before the throne;
Tranquil is our royal dwelling,
Peace doth rule these courts alone;
Tranquil is our royal dwelling,
Peace doth rule these courts alone.
Never sound of stress or anger
Permeate our sacred hall;
Earthly strife must all be banished,
Justice reigneth over all;
Earthly strife must all be banished,
Justice reigneth over all.
Father Time and Mother Nature
Reign supreme in majesty;
We, the Nymphs of Time and Nature,
Hail and serve them faithfully;
We, the Nymphs of Time and Nature,
Hail and serve them faithfully.

(Dance of Nymphs.)

Father Time: At last the earth appears to be happy and contented. All questions and troubles have been settled, and now we will have the glorious Era of Peace.

Mother Nature: Do you feel so confident, O Father Time? Are there not more troubles in the distance?

Father Time: Nay. What more troubles could there be? Have not all matters been arranged? For instance, doth not the Night now follow the Day without argument? And hath it not been decided, after due deliberation, that the Sun shall shine only in bright weather? It has also been accepted that the Clouds shall have the indisputable right to carry moisture.

Mother Nature: Yes. That is all settled.

Father Time: And have not the Rivers all agreed to flow from the Mountains to the Plains, and from the Plains to the Sea? Then think of the difficulty we had in persuading the Sun to evaporate moisture. But now, let us be thankful—all is running smoothly.

Mother Nature: True. And, of course, we did arrange for the Winds to blow the Clouds over the Land, and thus carry the Rain where it would be most needed.

Father Time: Yes. All problems have been solved. The World is working in good order, and we need have no fear that any troublesome question will ever break the peace of these beloved halls.

(Song: "Roll on, Thou Circling Sphere.")

Father Time, Mother Nature, and Nymphs:

Roll on, thou circling sphere,
Round and round without a fear—
Turning blithely every day,
As you journey on your way.
Round the sun each year you go,
Like the planets to and fro—
Cease not, for strife is o'er,
Thou shalt roll for evermore.
Roll on, O earthly sphere,
Peace and justice o'er thee reign,
Law and order now established,
All is peaceful once again,
All is peaceful once again.

(Noises without. Noises continue till entry of Winter Powers. Enter California, running.)

California: Oh! Oh! Oh! Help! Help! Mother Nature! Father Time! Spare me from those ruffians!

Mother Nature: Who are you, my child, and what is your grievance?

California: California am I, and I am pursued by fearful hosts. They are even now clamoring without, and would seize me even in this sacred place.

Father Time: Who are they, and why do they seek to destroy your happiness? We thought the whole world was settled and content.

CALIFORNIA: Alas! They are the Forces of Winter, and they seek to bring me under their sway. They say that at Christmas time, every year, they have the right to rule over me. They would bring snow, ice, frost, blizzard, and hurricane to my fair land, and would drive away the sun, the gentle zephyr, and Flora, my goddess of flowers.

FATHER TIME: Bid the oppressors enter!

(With a roar, and accompanied by appropriate music, the Forces of Winter enter and, with threatening gestures to California, who shrinks before them to the safety of the steps of the throne, they circle the stage and then take up positions: Snow, Ice, and Gale to left; Blizzard, Sleet, and Frost to right.)

SNOW: We want California!

ICE: We want her every Christmas!

BLIZZARD: What is Christmas without the Snow, the Ice, and the mighty Blizzard?

GALE: Who can roar like the wintry Gale?

FROST: Who can bite like the killing Frost?

SLEET: What is Christmas without the driving Sleet?

FATHER TIME: Silence. Why should California be yours? Is she not content to have the sunshine and flowers all winter long?

SNOW: Yes. But she is ours, O Father Time, for she hath broken the rule!

ICE, BLIZZARD, GALE, FROST, SLEET *(together)*: Aye, she hath broken the rule!

FATHER TIME: What rule hath she broken?

SNOW: She hath within her borders, high mountains which lie within our domain. The summits of her Sierras tower ten, twelve, fourteen thousand feet high! Those regions of the upper air are ours, and every Christmas the whole of California must be under our rule!

ICE, BLIZZARD, GALE, FROST, SLEET *(together)*: Aye, under our rule!

CALIFORNIA: Nay! Not so! Father Time, protect me. What of my fertile valleys, my smiling plains? They are not in the region of these wintry powers.

FATHER TIME: Who is your champion, fair California? Who will support your claim against these great Powers of Winter?

CALIFORNIA: The Powers of Summer shall be my champions—the Sun, the Gentle Zephyr, and the Shower. The goddesses Pomona and Flora shall also aid my cause.

FATHER TIME: Bid these champions attend our court.

(Enter Sun, Shower, Pomona, Zephyr, Flora. The Forces of Winter shrink to left before them.)

(Dance of Powers of Summer: Tune—"Narcissus.")

SUN: We come at your bidding to attend your court, O Father Time and Mother Nature. What is your behest?

FATHER TIME: Behold California! Pursued she is by the Forces of Winter who seek to bring her under their sway every Christmas. Have you aught to say against it?

ALL POWERS OF SUMMER: Oh, yes, yes, indeed!

FATHER TIME: Speak on.

ZEPHYR: California is ours the whole of the year.

POMONA: Pomona, the Goddess of Fruit, am I. My reign extends over California through the entire twelve months of the year.

FLORA: And I am Flora, the Goddess of Flowers. All year round I am to be found in California.

SHOWER: The gentle rain am I, and when other places are under the grip of those rascals I sprinkle California's fertile fields and prepare them for new crops.

SUN: So California is ours from one end of the year to the other!

POWERS OF SUMMER: Aye, she is ours!

FORCES OF WINTER: Nay, she is ours!

SNOW: You are forgetting. She hath broken the rule. What say you to her high mountains which rear their heads into the acknowledged domain of winter's snow?

FORCES OF WINTER: Aye. What say you?

SUN: Is this true, California? Do your mountains reach to the cold regions of the upper air?

CALIFORNIA: Yes. My golden Sierras rise thousands of feet from the valley floors. The Forces of Winter claim that these summits lie within their domain.

SUN: That is true. Our cause is lost!

SNOW: Acknowledge us the victors! Agree that every Christmas California shall be in our grip!

FORCES OF WINTER: Agree! Agree!

FATHER TIME: Nay. This is a Court of Justice, and justice shall be done. Mother Nature, what say you?

MOTHER NATURE *(standing)*: The Sun and her friends shall rule over California all the year round, from one shining month to another——

POWERS OF SUMMER: Hooray!

FORCES OF WINTER: Ugh!

MOTHER NATURE: But—wherever the golden summits of the high Sierras tower into the cold reaches of the upper air, *there* shall winter forces prevail. *There* shall the Snow have the right to descend at Christmas time, and *there* shall the Frost and Gale have their winter reign.

ALL: True! That is justice! That is right!

MOTHER NATURE: Then, O California, shall your towering Sierras wear each winter a crown of snow, a diadem of dazzling white—an added beauty in the eyes of all mankind.

(Exit Snow at left. He returns bringing a crown of snow with which he crowns California.)

FATHER TIME: Thus doth California become more beautiful than ever before, and the Crown of the Sierras, bestowed each year by the Forces of Winter, shall be our sign that justice is done, and that Nature's laws prevail!

CALIFORNIA *(advancing to center front)*: Happy am I, and blest above all lands on earth. With the

bounties of Summer and the beauties of Winter, what more could I desire?

(Song: "From Your Mountains to Your Valleys.")

All:

From your mountains to your valleys,
From your desert to the sea,
March on, O California,
To sure prosperity.
Land of the sun and flowers,
And summer's golden hours,
Forget the ice and snowstorm,
And the frozen winter's powers;
Forget the ice and snowstorm,
And the frozen winter's powers.
Then hail! Land of the sunshine,
With crown of dazzling snow,
With fruitful groves and vineyards,
And harvest fields aglow.
March on, in majesty,
March to prosperity,
While happy hearts come to thy call,
CALIFORNIA, best of all.

(Curtain.)

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The Imperial Valley is an Empire apart. Lying below sea level, nourished by a hot sun and the muddy waters of the Colorado River, it yields its tens of thousands of carloads of lettuce, cantaloupes, asparagus, grapefruit, grapes, tomatoes, peas, and alfalfa.

This last year has been a profitable one for the ranchers of Imperial Valley. It is shown in the new buildings, new store fronts, and most attractive merchandise displays in such towns as Brawley and El Centro. A new spirit of optimism is abroad and it is reflected in the schools.

Reorganization and consolidation of schools have been talked of up and down California for several years. In the Imperial Valley a sentiment is crystallizing among the school men for a reorganization of the entire county system. A county charter is considered. Imperial County as now developed falls naturally into five administrative school districts—Calipatria, Brawley, El Centro, Holtville, and Calexico. The thought is to make each district a distinct unit with one man in charge of kindergartens, elementary schools, junior and senior high schools. One junior college would be sufficient for the entire county. The County Superintendent of Schools would be an appointive office by the county board of supervisors.

Among Imperial County schoolmen interested in these plans are Horace C. Coe, County Superintendent of Schools; B. M. Gruwell, District Superintendent, El Centro; Dean S. Richmond, District Superintendent, Brawley; D. P. Choisser, District Superintendent, Calexico; C. R. Prince, District Superintendent, Calipatria; Homer F. Aker, District Superintendent, Holtville; William W. Jones, District Superintendent, Westmoreland.

As a business school executive, B. M. Gruwell, District Superintendent of El Centro Schools, is considered outstanding in the Imperial Valley.

C. R. Prince, District Superintendent of Calipatria Schools, is supervising the construction of a fourteen-school bus garage. Elementary school enrollment this year approximates 20 per cent less Mexican children than last year and more white chil-

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dren, with total school enrollment the same as last year. The flurry over Mexican labor immigration has had a decided effect in the entire Imperial Valley schools. Other school systems have been affected the same way as Calipatria.

RALPH A. PAGE was appointed this year to the principalship of the Fremont School, Calipatria. Mr. Page is a graduate of Redlands University and came to Calipatria from Westmoreland, where he was a teacher last year.

MISS JOSEPHINE DOUGLAS was appointed to the position of general supervisor of rural schools of Imperial County by County Superintendent Horace C. Coe, this summer. Miss Douglas is a graduate of San Diego State Teachers College and was employed in supervision work in the Escondido grammar schools last year.

MISS MARGARET A. VIAL has been elected to the position of principal of the Brawley Grammar School under District Superintendent Dean S. Richmond. Miss Vial is a school woman of wide experience in the schools of the United States. She has been critic teacher in the Bowling Green State Teachers College, Ohio; District Superintendent of Schools in Cook County, Illinois; principal in Youngstown, Ohio; in supervisory work at Globe, Ariz., and, previous to coming to Brawley, a teacher in the Burbank city schools.

THE HOLTVILLE GRAMMAR SCHOOLS, with District Superintendent Homer F. Akers in charge, has a 7 per cent increase in enrollment with a 20 per cent decrease in number of Mexican students. Mr. Akers is expecting to receive his master's thesis from the University of Southern California next spring. Mr. Akers, this last year, has been attending classes at U. S. C. on Saturdays, making approximately a 500-mile journey each week-end to do so.

DEAN S. RICHMOND, District Superintendent of the Brawley Schools, is changing the plan of the seventh and eighth grade departmental school of his city to that of the junior high school organization in coöperation with Percy E. Palmer, principal of the Brawley High School, who still has the ninth-grade pupils in his school. In effect, it is junior high school organization under grammar school legal support. The industrial arts of woodworking and sewing, as well as straight art work, are stressed. Elementary science has been added to the curriculum. An athletic program for both boys and girls has been outlined under Harry Yochem, dean of boys, and Miss Velma Swope, dean of girls. Nursing has been placed in the schools in charge of Miss Cecile King.

The Brawley elementary schools now enroll the most pupils in Imperial Valley. They commence with sixteen hundred and reach a peak of more than twenty-two hundred children. The enrollment this year shows a 20 per cent increase over last year. To handle these pupils, fifty to sixty teachers will be employed this year.

Extra-curricular activities are stressed by Superintendent Richmond. The system has two orchestras and a band, a large auditorium is made the center of student programs, and under the presidency of Mrs. T. Juvenal a strong P.-T. A. has been organized.

In the Brawley system the primary unit is separated from that of the upper grades. Each unit has its own play grounds and apparatus. The Brawley school play grounds are all planted in Bermuda grass in checks. Watering is accomplished by flooding the checks.

D. C. WEAGE, for many years District Superintendent of the Clovis Schools and a member of the Fresno County Board of Education, has been retained by the Laidlaw Brothers as their representative in the San Joaquin Valley and Southern California. At Clovis, Paul E. Andrew, principal of the high school, has been made District Superintendent in charge of both the elementary and high schools.

MRS. ELIZABETH K. RAMACHER, principal of the Temperance School, was appointed to the Fresno Board of Education by the Fresno County Board of Supervisors as successor to D. C. Weage, who is now a representative of Laidlaw Brothers.

FRANK M. WRIGHT, District Superintendent of the El Monte Schools, is in his new offices reconstructed at the Columbia School at a cost of $3250. The suite includes an outer and inner office, vault and bookroom—a most attractive arrangement. Miss Estelle Knowlton, for years a teacher in the El Monte schools, has been promoted to a vice-principalship in charge of the Columbia School. The El Monte schools have an increase of two hundred pupils this year over last.

WILL S. KELLOGG, for years principal of the Frances E. Williard Junior High School, Santa Ana, is attending Columbia Teachers College these next two semesters. Mr. Kellogg is taking courses in educational administration under Doctor Strayer and Doctor Engelhardt. Mr. and Mrs. Will S. Kellogg are residing at 512 W. 122d Street, New York City, N. Y.

CHARLES E. TEACH, Superintendent of the San Luis Obispo Schools, and his board of education are seriously considering the reëstablishment of a junior college in San Luis Obispo. The recent decision of the State Department of Education of not registering girl students at the San Luis Obispo Polytechnic School has brought this question to a head.

THE SAN LUIS OBISPO SCHOOLS under Superintendent Charles E. Teach are crowded, and additions are being considered for the junior high school and the elementary schools.

MRS. DRUSILLA H. RHODES is in charge of curriculum research in the San Luis Obispo city and county schools. Four days a week she has charge of city curriculum revision under Superintendent Charles E. Teach, and one day is devoted to county problems under Superintendent Robert L. Bird. Mrs. Rhodes came to her present position this year from the San Jose State Teachers College, where she was an instructor in education and teacher training. Mrs. Rhodes has done a great deal of advanced educational work at Stanford University.

MELROWE MARTIN, Superintendent of the Ventura City Schools, this last August moved into the new City Board of Education offices located at 569 East Main Street, Ventura.

MISS EVELYN LORD, primary supervisor of the Beverly Hills schools, is developing a primary system that is more than ordinary.

SUPERINTENDENT MELROWE MARTIN of Ventura is planning to have his senior high school and junior college housed in the new building at the beginning of the second semester that starts February 3, 1930. Ventura has five hundred more pupils this year over last. The increase is due largely to the bringing in of children by bus from outside districts lately joined to the Ventura city system. Ventura claims over twenty thousand population now.

THE APPOINTMENT of Elliot B. Thomas to the district superintendency of the Redondo Beach grammar schools was an outstanding event of this past summer. Mr. Thomas is among the younger set of rising educators in California. He is a graduate of La Verne College and has done a large amount of postgraduate work at the University of Southern California. For the past eight years he has been employed in the Burbank city

schools as teacher, principal of an elementary school, and the last five years as principal of the Burbank Junior High School. In Redondo Beach he falls heir to a fine school system developed under the superintendency of J. B. Potter, who this year is District Superintendent at Rosemead, Los Angeles County. The Redondo Beach schools are growing in enrollment, and Mr. Thomas has the opportunity of developing a finer school system in his first school superintendency.

At Downey, Frank F. Otto, principal, is developing one of the first six-year high schools started in California. The organization follows the plans sponsored by Miss Helen Heffernan, chief, division of rural education of California, who has been advising, since her entrance into office the formation of such schools in those communities which were not large enough for junior high school organization, yet desirous of progressive educational approach. Mr. Otto is on his seventh year as principal of the Downey High School. During that time the school has grown in numbers and educational achievement. When last year the high school and elementary boards of education unanimously decided upon a six-year high school at Downey, a bond election was decided upon. The bonds were passed with no opposition, and it was decided to build a junior high school unit on a site adjacent to the high school campus. The site was purchased, the unit was built, and the up-to-date plant went into occupancy at the beginning of this school year. Much interest is being shown in the development of this California rural high school by outside communities.

The Fresno County Elementary Principals Association met at Fowler Monday night, October 28, 1929.

Sydney Glass, retiring president of the principals' organization, had charge of the meeting. He was principal of the Roosevelt Grammar School in Selma last year, and this year is attendance supervisor of Fresno County.

Mr. N. P. Nielson, supervisor of physical education of the State of California, gave the main address of the evening. He told the interesting story of the enormous amount of work that went into the eleven months' job of making up a new manual for physical education and stressed the idea that the value of a game or sport depended largely upon the number who could take an active part in that sport or game.

Fifty-four principals and physical directors were present.

Officers elected for the coming year were: D. M. Young, principal Roosevelt Building, Kingsburg, president; Miss Ruby Catlin, principal of Lincoln Building, Kingsburg, secretary and treasurer.

The Fresno County institute will be held November 25–27. Some of the section chairmen for this institute are: Agricultural, Ed Everett, Fresno State College; music, Miss Inez Coffin, Fresno (Miss Coffin is also president of the Central California Music Teachers Association); science and mathematics, T. O. Renfrow, Reedley High School; dramatics, Mrs. Hazel Masten.

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DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan
Chief, Division of Rural Education of the State of California.

A Typical Rural Demonstration School

By Mrs. Liefy V. Upholt,
Principal, Orange Glen School, San Diego County.

"We educate a child in order that he may be prepared to live a normally satisfactory life for himself, and may contribute his full share to the progress and betterment of mankind."

Eugene R. Smith.

"Education aims to give every individual those experiences that will lead him to adapt himself to the social usages of his fellowmen."

J. V. Breitwieser.

"The object of education should be the teaching of the mind how to act with vigor and economy." Henry Adams.

One might continue at some length to quote from progressive educators the basic philosophy underlying the new attitude toward schools. These, however, suffice to indicate the about face that has occurred. The child, not subjects, is the center—the child, in his relation to society, not merely the individual child. "Schools exist for the child, not the child for the schools" is also a new truism. It is well that such a change has taken place. Democracy depends upon the ability of all of its members to participate wisely in its activities. If democracy is to continue, if our government "of the people, by the people, for the people" shall not "perish from the earth," we must prepare all children to adjust themselves to their individual and social environment. The social and economic welfare of the nation is based on the social and economic welfare of the farmer. With his success, material and spiritual, is bound up the continued prosperity and well-being of our civilization. Equal educational opportunities for rural children is an important factor in solving the farmer's problems.

As a means to that end, rural supervision has become important. It has been proved that rural schools, under supervision, have improved remarkably. One of the devices of rural supervisors has been demonstration teaching—sometimes of single class procedure, sometimes as an experimental or demonstration school. Just as the aim of supervision is "to improve the teaching of children," to inspire professional growth, so the demonstration school aims to "show the way." It is essential, then, that ordinary school situations be used.

The important feature of the demonstration school must be in its basic philosophy, objectives, and methods. The old "lockstep" curriculum-centered school with its many recitations, maladjustments, and stationary equipment, must give way to child activity, movable furniture, forward-looking objectives, and philosophy. The procedures must be such that the teachers who visit may understand and be inspired to "go and do likewise." Plans, analysis, aims, and objectives must be determined. The demonstration teachers must be willing to study more, work harder, and think more clearly than ever before. It is the object of this article to analyze the situation, set up the objectives, and formulate plans for the establishment of such a school.

Orange Glen School lies in a typically rural district, with citrus fruits and grapes predominating in culture, though there is some truck gardening, poultry raising, and dairying as minor interests. The patrons are largely middle-class Americans with a very few foreign-born and migratory people. The average intelligence quotient (I.Q.) is about 100, with a range varying from 75 to 150. The curve is nearly normal with about 10 per cent at each end. The people are coöperative, with strong community spirit. Their attitude toward progressive education is tolerant, with a desire to know what it is all about.

The enrollment is approximately fifty-five with ten in the first grade, eight in the second, seven in the third, five in the fourth, seven in the fifth, seven in the sixth, four in the seventh, and ten in the eighth grade. The county office is desirous of establishing a demonstration school and is willing to "lend a helping hand" whenever and however it is needed. With such a setting, the challenge is squarely up to the teachers.

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The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE DECLINE IN STOCKS means larger investments in homes, first mortgages, art treasures, books, education, etc.

THE BOARD OF SUPERVISORS in San Francisco recently made an appropriation of $7500 for a horse show, but refused a request for an allowance of $1000 for the convention of the League of Western Writers. This shows that a horse has more pull than a poet.

WILL THE RADIO take the place of books in the public schools? Yes, when the airplanes eliminate automobiles, and horses have wings, textbooks will be supplanted by the radio. Concentrated study, not mental relaxation, has given the race its spiral procedure.

DOCTOR DAVID SAVILLE MUZZEY, the eminent historian who puts truth above the flag of his country, has received a confession and an apology from John J. Gorman who called his book "a vile lot of propaganda, utterly unfit to put in the hands of school children." He now admits that he signed the letter to Mayor Thompson without reading the history and confesses to making the charges without any basis. Doctor Muzzey visited California in 1928 and his popular history is in many schools.

YES, WE ARE IN FAVOR of writing "California" out in full. "Calif." and "Cal." are not attractive abbreviations. We waste a thousand years of time in writing unnecessary words and in the use of silent letters, so why worry about "California"?

DOCTOR A. E. WINSHIP, editor of the *Journal of Education,* is writing a series of articles entitled "Educational Trails in American History." These articles are of great value, especially to the men and women who are living in the present and think the past was wished on them and that the future is wholly theirs.

WE ARE OPPOSED to the compulsory retirement of teachers on an age limit. The retirement should be made when the teacher becomes inefficient, whether the age be thirty, forty, fifty, sixty, or seventy, and the superintendent, deputies, and board of education should have the courage to retire inefficient and incompetent teachers whenever such are in the school system. It takes a strong man to retire a young teacher for inefficiency. It is seldom done. It is one of the needs of modern education to have officials, especially boards of education, strong enough and brave enough to retire school teachers, principals, and superintendents who are failures.

We make laws for the incompetent, and establish rules, and then fail to enforce them purely on account of a lack of courage. We need more men and women of character as administrators —men and women who do not depend on rules and regulations but on right and wrong as to the individual case to secure definite action.

JOHN ROBERT GREGG VISITS CALIFORNIA

MR. JOHN ROBERT GREGG, president, The Gregg Publishing Company, with offices in New York, Boston, Chicago, San Francisco, Toronto, Canada, London, England; president of the Gregg School, Chicago and of the Gregg Schools, Limited, located in fifty cities in Great Britain; author or publisher of a list of some one thousand texts on business and commercial education, was appointed by President Hoover, as an official delegate to the International Congress on Commercial Education, at Amsterdam, September 2–5, 1929; and official observer for the United States Chamber of Commerce. He was elected chairman of the American delegation and elected vice president of the congress. He returned to the United States from Europe in October and will spend several weeks on the Pacific Coast.

Mr. Gregg is a life director and the treasurer of the National Arts Club of New York City. He is a handsome, genial cosmopolite, a vigorous man in active charge of his vast educational and financial interests. While on the Coast he is the guest of Mrs. Frances Effinger Raymond, who has been associated with him for a quarter of a century and who is the manager of the Pacific Coast and Orient office. A number of civic and social engagements have been arranged for Mr. Gregg, including a guest dinner at the Sequoia Club, November 14.

NORTHERN SECTION, C. T. A., MEETS

By MORRIS WAGNER

THE CALIFORNIA TEACHERS ASSOCIATION, Northern Section, met in Sacramento the week of October 15. About 2500 teachers attended, representing eighteen counties and cities. Each one of these held its own local meeting the first day of the institute. The general sessions were held in the Memorial Auditorium and the section and round-table meetings in the smaller rooms of the auditorium and in the more central school buildings.

Curtis E. Warren was elected president. Mr. Warren is principal of the Marysville High School and Junior College. Mrs. Minnie Gray, County Superintendent of Schools, Sutter County, was returned as secretary, and Mr. J. D. Sweeney as treasurer.

The music is always particularly good at an institute held in Sacramento. The Junior College has an excellent music department, as have also the city schools, under the direction of Miss Mary Ireland. An evening's program of music was typical of the school music of Northern California and was especially good, particularly the numbers given by the Princeton High School band, under the direction of E. P. Alwyn. The music section was fortunate in securing Redfern Mason, music critic of the San Francisco *Examiner,* to speak on "Why Teach Music in School?"

Speakers from the East for the general sessions were Miss Florence Hale, State Supervisor of Rural Schools, Maine, and Editor of the *Grade Teacher,* and Doctor James M. Wood, president of Stephens College, Columbia, Missouri.

The art and drama section had some most interesting addresses, among them that of Miss Jessie Casebolt, president of the State Drama Teachers Association. Miss Casebolt is head of the drama department of the San Francisco State Teachers College. Mrs. Elizabeth Hughes, vice principal of the Durham High School, was chairman of the drama section. She arranged for an evening of one-act plays which were excellently put on and were representative of the work done in dramatics by the Chico High School, the Marysville Junior College, and the Sacramento High School.

Two of the outstanding addresses given in section meetings were made for the elementary principals' organization, of which Chester Winship of Yuba City was chairman. One of

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The establishment of objectives is essential that we may know whither we are going and whether we arrive. Although the objective of the supervisors may be better teaching in rural schools as a whole, our concern is only that we improve our methods and technique and so provide an opportunity for greater growth of our own children. Our first objective is to provide an opportunity for each child to grow and develop individually and socially, in mental, physical, and spiritual stature, under kindly and sympathetic guidance. Second, we aim to provide an adequate, well-balanced school life or experience embracing (1) health; (2) classroom attitudes of teacher and pupils that stimulate interest, freedom, and self-expression; (3) a coöperative discipline in which teacher and children work together for the common good of all; (4) progress in the fundamentals, recognizing individual aptitudes and abilities; (5) social and moral growth through the many activities and relationships of school life; (6) scientific procedures in teaching, testing, and record keeping.

Four fundamental principles must be ingrained so that everything may be done from that attitude:

I. There must be a clear recognition of the breadth of life and so of curriculum.
II. There must be a scientific approach, scientific procedures, tests, and record keeping.
III. Attitudes in the classroom must be such that they stimulate interests, freedom, self activity, and logically clear thinking.
IV. A moral and social growth and development.

Certain changes in plant and equipment are necessary to meet the requirements of better health and a more active program. Doctor Eugene R. Smith and Miss Helen Heffernan, state chief of rural education, have assisted in determining and evaluating the following proposed improvements which have been referred to the school board for action:

I. Removal of venetian blinds to be replaced by loosely woven, translucent canvas shades to be attached to the separate window sash. These may be obtained from the Luther O. Draper Company, Spiceland, Ind.
II. Floors to be reconditioned.
  A. Remove oil with hot soap suds.
  B. Apply "Swan Process," which gives a hard surface impervious to gravel, water, or ordinary wear. It costs about twenty dollars a room but lasts five or six years. The process may be applied by anyone able to follow directions. Dark brown stain is best for the color of the floors.
III. Buy lumber for cubicles to extend under windows along the side of the room.
  A. The cubicles should be for individual use in storing books when not in use.
  B. The boys can build the shelves during the first few weeks of school.
  C. The top shelf may be stained to match woodwork and used for flowers, etc.
IV. Remove partitions (in rooms) which form entries, thus adding four feet to size of room.
V. Build lockers for lunches and wraps, in hallway.
  A. Equip lockers with spring doors.
  B. Build glass-enclosed case in hallway.
    1. For trophies, banners, premiums.
    2. For collections of nature study, curios.
VI. Replace old desks with Thompson chairs, which have been proved to be the most scientifically built chairs on the market. The price ranges from $3.50 to $7.50 each, according to size. Buy unfinished kitchen tables, with one drawer, for desks. The chairs and legs of the table may be painted to harmonize with the woodwork or color scheme but the top must be stained dark brown (like floor) and surfaced with "Swan Process." This is essential to relieve eyestrain.
VII. Replace one blackboard with a cork board for bulletins and display space.
VIII. Buy materials for low workbench in primary room.

Additional equipment in self-directed work materials, easels, and blocks will be purchased as it can be afforded. Much of this will be made by the teachers, and adopted from the reports of the San Francisco Teachers College rural teacher group.

Plans for the organization and administration which will be submitted to the county office for consideration and approval are:

I. The traditional division of teacher load of four grades in each room will continue.
II. The children will be regrouped according to ability and needs.
  A. Primary room.
    1. Pre-primary group—those not ready for reading experience.
    2. Normal children of primary reading ability—one, two and and three grades.
    3. Children presenting special reading difficulties—over aged, mentally retarded, or having language handicaps.
    4. Children advanced in reading ability.
      Similar groupings according to aptitude will be used in other subjects. Thus a child may be in group two in reading and group three in arithmetic or group four in spelling.
  B. The upper room.
    1. Those with advanced reading ability—the directed reading group.
    2. Those of normal reading ability—for their age and grade.
    3. Those large, mentally retarded children having remedial needs—the library group.

The Winnetka plan of individual progress in fundamental or tool subjects will be followed. In social science, music, art, physical education, and oral English the group problem-project-procedure will be used. An assembly or auditorium period will serve to bring together the results of the various groups for a common enjoyment and good. Reading and English will be on a two-way plan, social-individual, part of each subject, the skills, being individual progress and the oral or audience work being social. A portion of each day will be devoted to free activities at which time children may engage in creative expression, club work, projects, or practice. The only requirement for this period being that it must be purposeful activity.

Plans for work in special fields, for which we have county supervisors, will be submitted for content and method. The art supervisor will advise us not only in definite art projects but in the art features of school arrangement and decorations. Certain P.-T. A. projects, such as curtains for the auditorium, will be referred to her for discussion and approval. Our physical education supervisor will direct our activities so that we may be used as a demonstration at zone meetings. She will also approve our program for training for healthful living.

One of the most important fields of loyal coöperation is that of teacher-pupil. In fact, only as this is established will effective guidance result. The general objectives and fundamental principles should be explained, discussed, and evaluated, so that the children may feel and accept a definite responsibility and interest toward the success of the undertaking. Thus is stimulated a "coöperative" discipline, a growth in self-control and adjustment to the common welfare, that is not possible in a teacher-imposed military discipline. One device for furthering this attitude is in sharing responsibilities in school duties and management. The "civic league" may choose pupils to attend to certain things. It is desirable to have the children list the qualities necessary for the various positions; choose accordingly, and evaluate their judgment at the end of the term of service. In this way standards of reliability, performance, and purpose are developed in the group. The various duties for which pupils will be elected are:

A. Playground.
  1. Equipment (balls, bats, nets, etc., one boy and one girl from each room).
  2. Flag (two boys or two girls responsible for raising, lowering, and care of).
  3. Safety first (two patrolmen and two committeemen from each room).
  4. Yard (responsible for paper, litter, and sticks—two boys and two girls in each room).
B. Schoolrooms.
  1. Library (one child for county free library checking, one for school bookcase, one for reading table).
  2. Boards and erasers (two boys and two girls to work two weeks each, alternating eraser cleaning and board work).
  3. Supplies.
    If the children wish to, we shall establish a school store and bank to handle the supplies. This will require an older pupil as general manager and accountant, a storekeeper, a bookkeeper for the store and one for the bank. Each child will be credited with ten dollars at the beginning of the year, given a checkbook, and set of rules (which they will formulate). As a child needs

supplies he will buy from the storekeeper, paying with a check. Each month (before turning the books over to the next officers) a bank statement will be given each child. The books of the bank and store will be audited and check stubs compared with canceled checks. Such a project will be far reaching in motivating arithmetic, in keeping accounts, and teaching thrift.

C. Lavatories.
   1. To provide towels and toilet paper (one boy and one girl from each room).
   2. To watch neatness and water supply.

D. Lunch—The P. T. A. provides a cook during the cold weather (about 4 months).
   1. Pass napkins and help serve little children (two boys or girls).

E. Auditorium.
   1. Build fires as needed and arrange benches (two pupils).
   2. Pass and collect music books, pull curtains, etc. (two pupils).

F. Manual Training.
   1. Stock boy (one boy from each room).
   2. Tools (see that they are returned, one boy from each room).
   3. Paints and brushes (one boy).

G. Sewing.
   1. Care of machine (one girl).
   2. Materials (pass and collect) one girl.
   3. Chairs and tables (arrangement) one girl.

It is understood that the success or failure of student participation rests in large part on the teacher's ability to encourage and guide.

Definite arrangements must be worked out for teacher cooperation. In a two-teacher school there is ample opportunity for mutual helpfulness. Whereas it is the principal's field to analyze the situations and be able to suggest solutions, it is much wiser to utilize the ability and knowledge of her coworker to these ends. Weekly conferences, besides the daily informal "get togethers" at which time both teachers survey the work, formulate objectives, make suggestions, and decide on procedures, are practical. If the demonstration school is to measure up to its demands, both teachers must be willing to work a little harder, study a little more intelligently, and help each other a little more than ever before.

Some one has said that the best way to interest people is to put them to work. In order to secure the approval and coöperation of the community we must put them to work. First, however, they must understand something of the "whys" and "hows" of progressive education. To many of them, school means sitting in straight rows, not whispering (except behind the teacher's back), and learning long lists of factual subject matter. Through the P. T. A. a course in progressive education should be given. Perhaps it can be for one meeting only. At least, they have a right to hear an expert talk on this most important subject. If possible, a state or county supervisor should be asked to explain the "new school" philosophy, with time for discussion if desired by the audience. Such books as "Education Moves Ahead" by Eugene R. Smith, "The New Leaven" by Stanwood Cobb, "Shackled Youth" by Yeomans, and "Rural Life at the Crossroads" by Macy Campbell, may be loaned to parents to read and review. Then enlist the services of the patrons in as many ways as possible and coöperation will develop and grow.

After providing for the organization and administration of the school and after securing the coöperation and understanding of the various groups, there still remains much definite planning to insure success. Programs must be made, testing materials selected, record forms devised, possible projects developed, bibliography collected, and books and materials secured.

With individual instruction and social groupings, the many short recitations are eliminated. In their place, large blocks of time for work and play are used. In order to satisfy the law the program shows all the statutory subjects, but let it be understood that that does not mean that every child is doing the same thing at a given time. A child will use the period for individual work as he needs to, that he may grow to his capacity.

Projects in social science will be adopted as the interests of the children indicate. This does not mean that they will be unstimulated or unguided by the teachers. Fourth grade pupils will join with fifth and sixth grade for their social science activities as children of nine, ten, and eleven years have more in common. Fourth grade children are apt to feel superior to first and second graders.

Tuesday morning is banking day, not the play bank in connection with the school store, but the real savings bank of the Bank of Italy. Eighth grade children take turns at being tellers and bookkeepers. The Bank of Italy school-department man comes occasionally to inspect the books and sheets. This bank has been organized for over two years and has had a telling influence in systematic saving. Wednesday afternoon from 1:20 to 2:00 o'clock is given to the weekly assembly. This hour serves to bring together the several group activities. The time from 1:00 to 1:20 o'clock gives the primary teacher a chance to do some group work in reading with the pre-primary and primary children, and provides the older children an opportunity for reports in nature study, safety first, or other items of interest. Friday, during the reading period, the directed group will present readings, dramatics, or book reports for the pleasure of the library group.

"The proof of the pudding is in the eating." So there must be proof of the teaching in every school. The old type of examination, subjective in method, is impossible as a standard for evaluating pupil progress or teaching procedures. It is a well-known fact that the grading of papers varies with the marker, yes, even with the mood of the marker. Many experiments have proved this fact. Other ways of evaluation are necessary. "Necessity is the mother of invention." Out of the need came scientific, standardized, objective tests. These have reached such a state of validity that they may be considered reliable. There are several sources of error even with these tests. Great care must be exercised to have proper working conditions—light, ventilation, heat, and proper seating. The timing and directing are of the utmost importance. Even a slight variation in either will invalidate the results. Teachers should realize that with all these precautions the results are not infallible. In general they are useful in recording pupil achievement in various "subjects" and in evaluating the teacher's work. Besides testing for achievement, certain tests determine the child's mental age or capacity. These are known as intelligence tests and measure fairly accurately a child's mental ability. In the group tests, reading of English is a contributing factor. For valid results with foreign children or those having a serious physical handicap in reading, other tests must be used. The individual Simon–Binet or National Pantomime tests may be used. Besides these tests, physical tests and measurements must be used to better know the child. The correlation between educational achievement and physical condition is high. We must, therefore, test from three angles—the physical, mental, and educational.

The following tests have been selected for use this year:

I. Physical examination.
   A. Weight and measure of height by county nurse twice a year. By teacher as needed for underweight children.
   B. Eye and ear, teeth and tonsils by county nurse once a year.
   C. Heart, lungs, nutrition, and posture by county physician once a year.

II. Intelligence Tests.
   A. Pintner–Cunningham for first grade children and to second grade as a check.
   B. National Intelligence for grades four to eight.

III. Achievement Tests.
   A. Reading.
      1. Gates for grades one and two.
      2. Thorndike McCall for grades three to eight.
         (a) to be given in three forms.
   B. Spelling.
      1. Morrison–McCall to be given monthly to grades three to eight.
   C. General Achievement.
      1. Stanford Achievement (revised form) for grades four to eight.

IV. Diagnostic Tests.
   A. Arithmetic in grades three to eight.
      1. "Standard Work Book" by Studebaker, Knight, and Ruch. Used once a week.
      2. Courtis test as needed.

By analyzing the results of these tests, remedial work is out-

lined, proper pupil placement is determined, and teaching weakness is discovered.

Unless records are made and kept all this testing program is of little worth. Cumulative records that show physical traits, handicaps, and conditions; that include the social background (the nationality of the parents, language of the home, the occupation of the family, the number of children in the home); that show the social qualities of the child; his fields of special interest; his emotional responses: his mental, educational, and chronological ages, will recognize a breadth of interests that should indicate a breadth in teaching. From such records should come a better understanding of each child, so that his needs and interests may be better served. One important use of such records is the better adjustment of the child in high school. At present, the only records reported to high schools are educational achievement, sometimes the intelligence quotient, and, rarely, the health record.

Individual records are more valuable in the intermediate grades than in the primary grades, although even little people love to see the extra airplane or balloon pasted on their charts to indicate another book read. Satisfaction in work well done is an attitude encouraged by individual records. Attitudes of success and honest efforts, interest in progress, and persistent effort are stimulated. The graphs or charts may be made by each pupil and bound into a booklet. Cumulative records must be compact, easily kept, and filed. There should be one sheet for each pupil. Some record of projects should be kept—pupil record, showing his contributions of time and material, quality of work, and attitude:

FORM VIII

Name		Project	
Time	Material	Quality of Work	Attitude
None	None	Poor	Observer
Little	Little	Fair	Participator
Average	Average	Good	Leader
Much	Much	Excellent	

Each teacher must keep a record of her plans, objectives, procedures, and results. They may be kept in a book with one page for plans, including bibliography, sources of materials, materials available, and another page for results. This will be invaluable to the success of the teaching act. By its analysis, weaknesses may be discovered, strong points noted, and worthwhile procedures and materials preserved for future use.

It has been the purpose of this paper to "think through" the various phases of establishing a demonstration school, in the hope that thereby the undertaking will succeed.

A SIX WEEKS' WINTER SESSION

This year a new type of service has been suggested to the San Francisco State Teachers College. Requests have been made that the college offer a short course during the winter similar in nature to the usual summer session. These requests have come from counties that have schools which continue in session during the summer and have a long vacation during the winter months.

Plans have been completed at San Francisco State Teachers College for offering a winter course of six weeks beginning January 6, 1930, and closing February 14, 1930, for any teachers who wish to avail themselves of this opportunity. Six units of regular college credit will be granted to all who complete the work. The courses will be largely professional, stressing progressive education. Music, art, and nature study will be included. There will be much opportunity for systematic and directed observation of the very best teaching in San Francisco and Oakland city schools. Some work of a purely academic nature will also be offered.

Aside from the courses offered at the college, arrangements are being made for winter-session students to attend concerts, plays, and lectures.

The fee for the winter session has not yet been definitely determined, but will probably be $8. Arrangements for room and board may be made through the college. Further information may be had by writing Cecilia Anderson, director of rural education, State Teachers College, San Francisco.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

The Library Caravan

THIS ARTICLE is the joint production of Miss Mary Barmby, librarian, Alameda County Free Library, and Miss Lenala Martin, librarian, Lassen County Free Library, the originators of the idea of a library caravan. Miss Barmby presents the story from the standpoint of the visitor who made the entire trip. Miss Martin presents it from the standpoint of the librarians who were visited. The object of the caravan as given by Miss Barmby, was to see and to be seen; to give and to take; to be able to appreciate intelligently what the smaller counties are accomplishing; to show the public that librarians work together and that every library and every librarian is a part of a large whole in an important profession; to demonstrate to librarians that they are all working for the same end though it may be done in many different ways; to get away from office routine, brush away mental cobwebs, and gather new ideas.

The itinerary included Sacramento, Sutter, Butte, Plumas, Lassen, Modoc, Siskiyou, Trinity, Tehama, Glenn, Colusa, and Yolo counties.

The following were members of the caravan: The state librarian, Milton J. Ferguson; twelve county librarians—Mrs. Julia G. Babcock, Kern County; Mrs. Faye K. Russell, Glenn County; Miss Mary Barmby, Alameda County; Miss Sarah E. McCardle, Fresno County; Mrs. Alice G. Whitbeck, Contra Costa County; Miss Anne Bell Bailey, Tehama County; Miss Minette L. Stoddard, Merced County; Miss Frances M. Burket, Sutter County; Miss Katherine Woods, Plumas and Sierra counties; Mrs. Ella Packer Morse, Colusa County; Miss Lenala A. Martin, Lassen County; Miss Celia Gleason, Siskiyou County; five assistants—Miss Hazel B. Manson, Fresno County; Miss Jean D. Baird, Alameda County; Miss Roxie Hall, Ventura County; Miss Elisabeth C. Haines, Lassen County; Miss Emma C. Revell, Siskiyou County; and Samuel Levinson of Levinson's Book Store, Sacramento.

The Library Caravan From the Viewpoint of the Visited

By MISS LENALA MARTIN

AMIDST THE CALL for vast quantities of material from the library, due to the opening of schools, and frantic efforts to send out and order what was needed, the caravan and its plans penetrated us more as a delightful dream than an actual plan about to be fulfilled. We looked forward, however, with keen anticipation to the chance to show our libraries and counties to others of our profession, and also to join them and see other libraries, too.

When libraries are situated on the main highways, it is possible for librarians to drop into other libraries for a business chat, find out how things are done, and get new ideas. When the library is off the main road, this is not possible. The distant librarian may visit other libraries on main traveled highways, but seldom has library visitors, and then only on rare and, to her, most precious occasions. To have a caravan of seventeen people come was almost too good to be true.

The caravan's first overnight stop was at Quincy, the county seat of Plumas County, situated in the midst of high mountains. The Plumas County Library was proud to show its attractive reading-room and its workroom. From here very satisfactory and much appreciated library service is given to the residents of Plumas and Sierra counties, both of which are very mountainous. The next morning the caravan wended its way through forests of yellow pine, fir, and spruce to Susanville.

The caravan became a reality to the staff of the Lassen County Free Library on its safe arrival at county library headquarters in Susanville. The visiting librarians were given free access to every part of the library, and an opportunity to see how library service is given in a county with an area of 4750 square miles comprising mountains, forests, sagebrush plains, and many valleys. The inquiries concerning methods and the interest shown in the arrangement of the library made us feel the interest and friendship of our coworkers.

From Susanville to Alturas the road, except for two steep grades, led mostly through flat desert scenery at an altitude of 5200 feet. For miles and miles nothing could be seen but sky, sagebrush plains dotted with juniper trees, and a few desert dwellers to whom the library was truly a blessing. Several branch libraries were visited during the trip. At Bieber the Library Caravan met Peter Gerig, one of the supervisors of Lassen County, who welcomed them to his section of California.

The eighth district meeting of the California Library Association at Alturas, the county seat of Modoc County, gave the opportunity for community response. Alturas residents showed their interest by their presence. The meeting began with a delightful dinner and an announcement of the meeting to follow, by Miss Anna Williams, librarian, Modoc County Free Library. Miss Barmby gave the history of the caravan idea. "The Vogue of the Mystery Story" was the subject presented by Miss Woods. Mr. Ferguson told about the libraries of South Africa, and Mrs. Babcock, president of the California Library Association, related the plans for a state meeting for the coming year. An informal calling upon residents of Alturas to speak and the introducing of visiting librarians ended a very delightful meeting.

In retrospect, the writer can see that a casual observer viewing the meeting at Alturas would have gathered the impression instantly from the spirit of friendliness, comradeship, and good will pervading the club rooms that it was a congenial festivity among friends of long standing. In reality it represented a gathering of people, many of whom had met that night for the first time. This enjoyment and acceptance by a community of our little cavalcade was due to many things which we in small communities understand best because we have the same feeling toward visitors. The smallness of a community, the distance from large centers, the difficulty of having outside speakers or contact with people big in their professions, give a small community a desire for personal touch with outsiders—especially with those bringing a message as our speakers did. A community is immensely proud of an official and when, as in the case of the library meeting, librarians in big positions from other counties come, they want to share and rightfully expect to share the visitor or visitors. This same spirit of friendliness and enjoyment was evident at the lunch in Weaverville, Trinity County, where the county officers and citizens met with cordiality the visiting librarians, and who were justly proud of their own librarian and library to which a representative number of head librarians from other counties and our state librarian had made a special visit. We, who are librarians of small libraries far distant from the large centers, have also this enjoyment of contact, but how much more it means to us be-

cause, in addition, we have the exchange of ideas with those of our own profession. It is the wholesome interest in what some one else is doing and the desire to show to people who understand our work best what we are doing.

From Alturas our travel led us to Yreka where Miss Gleason, the librarian, had the pleasure of showing us her library and was justly proud of her quarters. From here we went to Weaverville, a delightful fifty miles into the mountains from Redding, and then on to Tehama, Glenn, Colusa, and Yolo counties where the same eager spirit of hospitality and friendliness was shown the caravan.

The travelers arrived at their homes tired and happy, but not happier than the visited, who will not soon forget the caravan and the delightful comradeship and friendly interest of the visitors.

The Trip

By Miss Mary Barmby

How could there have been a happier way to begin our caravan trip than by meeting in Sacramento Sunday evening and having a most delicious supper with Mr. and Mrs. Ferguson and their daughter, Ruth, in their attractive home!

Monday, bright and early, we sped away to northern lands. Sutter County was our first discovery. Miss Frances Burket and her several assistants met us most hospitably, and after showing us about the offices and explaining many of their business methods she gave us our second breakfast.

From Sutter we journeyed on to Butte County and found Ida Reagan at her post in Oroville. After looking about and lunching, we started on, taking Miss Reagan a way with us so that she could show us a few of her interesting historical spots. Bidwell's Bar is not so much to see now, but it once was a busy place and the county seat in '53 and '57. We saw the wonderful mother orange tree from which so many of our orange orchards have come, and a huge fig tree with its many branches both in the air and grown down into the ground and up again.

We had the happy experience of spending a few restful hours at Meadow Valley Inn, and had dinner there. The night was spent in Quincy, for we are now talking about Plumas County. Miss Katherine Woods graciously showed us her county library headquarters in the courthouse, which are very pleasant and quite roomy. Miss Burket and Miss Woods had now joined our caravan. Early in the morning we left for Lassen County, reached Susanville about noon, and found Miss Martin, Miss Haines, and others of the staff ready to show us about. Again we found the library in very comfortable quarters in the courthouse with a lovely lawn all about and a most interesting view. After a fine lunch to which had been invited many Susanville people, all friends of the library and anxious to tell us how much the library meant to them, we visited the delightful home of Miss Haines and Miss Martin. We would have liked to have stayed longer, but our next stop before dark was to be Alturas in Modoc County, so we hurried on.

In Alturas we had a library dinner to which many residents of Alturas came and gave brief talks commending libraries. Miss Celia Gleason, librarian, Siskiyou County Free Library, accompanied by her assistant, Miss Emma Revell, joined the caravan at Alturas. We were off the next morning through Modoc County and back through a part of Lassen, again visiting some of Miss Martin's branches. We passed through some of beautiful Shasta County and on into Yreka, Siskiyou County. Siskiyou County is lovely and the county work active. We visited the library headquarters that evening and here again, as in all the places visited, found the work being done for the people in a way that spells service in every letter of it.

The drive from Siskiyou County down through Shasta County and into Trinity County was gorgeous—wonderful roads and wonderful views, and on through Redding over new roads and detours to Weaverville, perhaps the most unspoiled town in California. Here again the people were with us strong — the Judge, the one doctor of the county, the Sheriff, the forester, and the minister, to say nothing of the wives of all, and others. After a good lunch we were shown the library which is giving splendid service to this county, far away from other communities. We were shown many interesting things about the town and were sorry not to be able to stay longer, but time was up and we had to go on as we were due in Red Bluff by seven o'clock. Miss Anne Bell Bailey met us and took us out to a real southern dinner. Tehama County Library has most attractive headquarters. We visited one of Miss Bailey's branches and then journeyed on to Glenn County. Willows looked attractive to us and Faye Russell, the county librarian, who had been with us on the entire trip, acted as hostess, showing us first their present crowded quarters and then taking us to the beautiful new American Legion building where the county library's new quarters are to be. A very wonderful place it is which will be much appreciated by Mrs. Russell and her staff, and no doubt by her public. We also visited Miss Eubank and her town library. Here, also, was a very attractive building.

From Willows to Colusa County was but a short run. Ella Packer Morse and her assist-

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ants met us and took us at once to Mrs. Morse's home where they served us a perfectly delicious luncheon. The county library in Colusa is crowded for room but there is every evidence of splendid work being done.

Our last stop before reaching our starting point was Woodland, Yolo County. Miss Nan Laugenour, the county librarian, being another of those hospitable persons, served us afternoon tea which was delicious and refreshing. We looked all about her library and that of Woodland city library, both being housed in the same group of buildings. After Woodland, we all headed for Sacramento and then on to our own counties, with a firm conviction that all these county libraries visited had been most interesting and had given us much food for thought and not a few suggestions.

Our respect for the fine work of all these librarians is still growing, for they are a splendid group, giving a fine service. It would seem that nearly everyone had, besides her general work, something special that fitted her community, such as the fine art study work that Miss Martin is doing in Lassen County.

Here's to all of them and to the caravan! May we do it again soon!

Second District Meeting

THE SECOND DISTRICT of the California Library Association held a delightful meeting at Asilomar, October 12–13. With perfect weather and a most beautiful setting the meeting could not help but be a success. However, added to the environment was a carefully planned program with round-table discussions in the morning led by Miss Anne Kennedy on "Institutional Library Work," by Mrs. Babcock on "Publicity as Related to the Salary Question for Librarians," and by Miss Smith on the "Assistant's Reading." In the afternoon William P. Silva, a noted artist of Carmel, entertained the group with some selections on musical instruments made of kelp according to his own original plan. He was followed by a very interesting talk by Milton J. Ferguson, state librarian, who contrasted the ports he visited in South Africa with those of California, and by a plea from Mrs. Babcock for full California coöperation toward giving the American Library Association a pleasant time in California next year. Mrs. Whitbeck gave an entertaining account of the library caravan. The necessary business that came before the meeting completed the serious part of the program. Some delightful musical numbers were given by Monterey County musicians, and in the evening the Alameda County Library staff entertained the group with a skit which aroused a great deal of mirth.

Before the various librarians left for home on Sunday a delightful feature of the meeting was a talk on Monterey County by Anne Hadden, county librarian. This was held out of doors and the beautiful scenery exemplified many of the things that she was telling us of the delights of Monterey County. Many of those in attendance expressed the wish that the meeting at Asilomar might be made an annual event for the second district.

MARIN COUNTY PLAN

By W. M. CULP

FOR YEARS EDUCATORS in California have been discussing more adequate support of elementary instruction in California. Elementary school executives have finally come to the conclusion that discussion is no longer wanted, but that action is necessary if the elementary school is to fulfill its duty. Elementary schoolmen are tired of being blamed for poor schools when that blame is directly traceable to lack of financial support.

It is noteworthy to keep in mind that the two outstanding divisions of our California school system, the high school and the junior college, supported adequately, are of nationwide renown, and the legislation making that support is of comparatively recent date, while the legislation directed toward the financial support of elementary schools is the oldest and least effective.

The recent court decision by which thirty cents is still kept as the maximum amount that can be raised by direct assessment for support of the elementary school, and the decision that the seventy-five-cent limit for high school only related to high school districts organized in their first year, is a case in point.

What elementary school executives are asking is the same relative support of the elementary school as that of the high school and junior college. So far, educationally, no one has determined that amount as a scientific ratio. The mere fact that it is commonly supposed that a larger human unit needs more relative expenditures than a smaller human unit has no fact so far in educational figures.

More money for elementary schools is the slogan. The political party either in power or out of power that will adopt that slogan as part of its political platform will have a fighting topic in the next state campaign.

More money for elementary schools means a reorganization of the present tax system of California. What that reorganization shall be should be the effort of the school men to find out. They should present a plan and be united in its snpport.

In Marin County, James B. Davidson, County Superintendent, and A. W. Ray, District Superintendent of the Mill Valley Schools, are sponsoring a plan which will solve the problem in that particular county. It invites discussion. Publicity on the Marin County plan is being furnished by Superintendent Ray, who has the support of his county school organizations and that of many elementary school executives throughout California.

The Marin County plan is best exemplified by a statement of its aims and how those aims affect a certain elementary district—Mill Valley.

The statement follows:

The Marin County plan provides:

1. That the state shall apportion eighteen hundred dollars ($1800) to each elementary district for each statutory teacher.
2. That the county shall apportion twenty dollars ($20) to each elementary district for each pupil in average daily attendance.
3. That the district shall contribute as at present.

The Mill Valley school district, under this plan, will receive revenues as follows:

State	
20 Teachers at $1800	$36,000.00
County	
606 Pupils at $20	12,120.00
District	
30c District Tax	8,657.04
15c District Tax	4,328.52
Miscellaneous	1,000.00
Total	$62,105.56

Under the present plan Mill Valley school district receives the following revenues:

State	
20 Teachers at $700	$14,000.00
606 Pupils at $5.50	3,333.00

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County

20 Teachers at $700	14,000.00
606 Pupils at $5.50	3,333.00
District	
30c Tax on $2,885,680	8,657.04
15c Tax on $2,885,680	4,328.52
Miscellaneous	1,000.00
Total	$48,651.56

Under the proposed plan the revenues of this school district will be adequate to maintain a modern elementary school system:

Proposed plan	$62,105.56
Present plan	48,651.56
Gain	$13,454.00

The Marin County plan will:

1. Double the state contribution to elementary schools.
2. Reduce your county elementary school tax by 33⅓ per cent.
3. Solve the problems of rural education.
4. Make teaching in our elementary schools a dignified profession.
5. Bring men teachers back where they are so badly needed.
6. Invest the dollars of the taxpayer in that part of our public school system which is supremely important in the development of citizenship and in the perpetuation of American democracy.

ABOUT BOOKS

Our Sea Saga, The Wood Wind Ships. Compiled and edited by Edmund Ogden Sawyer, Jr. This is a book of over 200 pages, size 6 x 9, illustrated with reproductions of many fine old wood cuts and drawings. The author states in his foreword that the object of the book is to bring together under one cover, original articles of the Merchant Marine which have long been out of print. The book has a wide scope and deals not only with this country, but with England. This saga covers the period of wooden packets and clipper ships which reached its climax following the discovery of gold, and apparently ended at the close of the Civil War when steam, iron, and steel took the supremacy. "Our Sea Saga" is a very valuable book and Mr. Sawyer is to be congratulated in producing a book that is really worth while. Price $5. Copies may be purchased from E. O. Sawyer, Jr., 369 Pine Street, San Francisco, California.

Our economic life, a general social science by Thomas Nixon Carver and Gladys Marion Adams. John C. Winston Company, publishers, Philadelphia, Pa. William Cairnes Harper, Pacific Coast representative, 149 New Montgomery Street, San Francisco. 373 pages. Price $1.40 list. This book was written and published to meet the new courses of study for junior high schools. Outstanding chapters are "How We Prepare for Our Life Work," "Learning to Think Right," "Why We Have Social Misfits," and "The Underlying Principles of Coöperation." There is a fine glossary, a bibliography, and an index. The illustrations are typical American cartoons. This perhaps is the first time that cartoons have been used to demonstrate their economic value in teaching. While this book may not give a complete exposition of our economic, sociological, and political principles, it does give our boys and girls a better understanding of our group from the scientific approach of social life as a science.

College Algebra, by Bolling H. Crenshaw and Duncan C. Harkin, published by P. Blakiston's Son & Co., Philadelphia. Price $1.75. 224 pages. The authors claim for this book a clear and concise statement of the essential fundamental methods of algebra. The book tells *how*. The choice of problems will no doubt appeal to the college teacher of algebra and the historical notes throughout the text are of special value. Published in an attractive form. Send to publishers, or to Harr Wagner Publishing Company, 609 Mission Street, San Francisco, California, for copies for examination.

Books Published by Silver, Burdett & Co., 39 Division Street, Newark, N. J.:

Tropical Tales (Porto Rico), by Elizabeth Kneipple Van Deusen, author of "Stories of Porto Rico," "Picturesque Porto Rico," and "Tales of Borinquen." A few lines from the foreword, written by Juan B. Huyke, commissioner of education of Porto Rico, will be of interest to readers: "That Elizabeth Kneipple Van Deusen has thoroughly fathomed the Porto Rican spirit is demonstrated once again in 'Tropical Tales.' In the light of the work already accomplished by Mrs. Van Deusen, we prophesy for her a highly successful future, and we venture to say that readers in years to come will not only find in her works an admirable and authentic picture of Porto Rico of today, but will derive from them that enjoyment which comes from reading good literature no matter what its subject may be."

Geography, Southern Lands, by Harlan H. Barrows, Edith Putnam Parker, and Margaret Terrell Parker. Other geographies of this series are: "Journeys in Distant Lands," "United States and Canada," and "Europe and Asia." "Southern Lands" completes the series. It views Latin America as a field in which Spanish and Portuguese culture have been modified in adjustment to a new environment. It treats Africa in terms of recent European exploitation. It utilizes Australia to test and apply the geographical powers gained by the pupil in the study of other continents—a procedure to which Australia is particularly suited. It develops in the closing chapters summary concepts of the "world pattern" of today.

The Music Hour, in the kindergarten and first grade, by Osbourne McConathy, W. Otto Miessner, Edward Bailey Birge, and Mabel E. Bray. 205 pages, with two fine reproductions of great paintings—"The Calmady Children," Lawrence (1769–1830), and "Don Balthazar Carlos on Horseback," Velasquez (1599–1660). The table of contents is divided into three parts as follows: Part I, The Kindergarten; Part II, The First Grade; Part III, General Suggestions.

This is the first book in which a definitely correlated program of music has been provided for the kindergarten and first grade. It is intended to meet the needs of children as they first come to school and to give them that background which will prepare them for the music program of succeeding years.

"The Music Hour," third book, has 144 pages, with classified and alphabetic index, and many beautiful illustrations.

Books Published by Doubleday, Doran & Co., Inc., Garden City, N. Y.:

Come to Order, essentials of parliamentary practice, by Emma M. Wines and Marjory W. Card. Price 60 cents. It is the purpose of this book to serve as a simple text in parliamentary usage, complete enough for all ordinary purposes, and authoritative in correctness of form and procedure. It is hoped that this book will prove especially useful to young people in their school and other organizations.

Writing the Short Story, by Edith Mirrielees. Price $1.75. This book comes from a rich teaching and a successful writing experience (the author has had published twenty-five to thirty of her stories). From this two-natured background, there is reflected into this book a point of view different from that usually found in the presentation of short story writing. Evidence of the practical value of the book is revealed, in part at least, by the following chapter headings: The Required Repetitions; The Time; The underlying Idea; The Tune; Increasing the Writing Chance.

Significant Contemporary Stories is the companion volume to which frequent reference is made for illustration. This volume contains a wide range of meritorious stories that have lately been published in contemporary magazines and books. Price $1.75.

Short Stories for Study and Enjoyment, by Harold T. Eaton. Price $1.20. This book offers an unusually interesting and effective presentation of the nature of the short story. This is followed by a considerable group of contemporary and earlier stories to illustrate the different short story forms and methods.

The Junior High School Teacher, by Laura McGregor. Price $2. This book is for the teacher in training and for the administrator and the teacher in the school. Such significant topics as the following are discussed: the junior high school setting and program; administrative factors affecting the work of the junior high school; and the teacher as a director of learning and as a counselor. "The Junior High School Teacher" is undoubtedly one of the really important pedagogical books of the year.

Elliot B. Thomas, former principal of the Burbank Junior high school, who was elected to the district superintendency of the Redondo Beach city schools this summer.

WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and thus be timely. News of your school will interest other educators.—EDITOR.]

HONORABLE VIERLING KERSEY, Superintendent of Public Instruction, is to be in Washington, D. C., early in December to attend a conference of State Superintendents called by William John Cooper.

THE INTERNATIONAL CONGRESS of Commercial Education held at Amsterdam, Holland, in September, 1929, was a great affair. John Robert Gregg, author of the "Gregg System of Shorthand," was officially honored by President Hoover and given special credentials as a representative.

SUPERINTENDENT W. R. GIVENS of Oakland is an ardent advocate of radio programs for the public schools and compliments the fine school music program that is offered by the Standard Oil Company.

THOMAS P. WOOD of the Carmelita School, Huntington Park, put over a unique dedication program of his ten-room school building, costing $90,000.

W. R. GIVENS, in an address recently in Oakland, touched some high spots in which he claimed women were better than men as teachers for lower grades; also, that Oakland should have a junior college. He defended the expenditure of money for athletics and defined modern education as a development of health, perpetuation of the home, selection of vocation, advancement of citizenship, improvement of leisure time, development of character.

PRESIDENT OSENBAUGH of the State Teachers College at Chico planned an interesting dedication of the completed unit of the new buildings. There were present many of the old graduates of the school.

THE CITY OF SANTA CRUZ is to have three new modern school buildings. A bond issue of $330,000 was carried October 8 by a vote of 2745 to 687.

THE TOWN OF PITTSBURG, Contra Costa County, is expending $200,000 in a new building program. F. Ramsdell is Superintendent.

SUPERINTENDENT PANSY ABBOTT, Superintendent George W. Hall, and others assisted in paying tribute to Miss Martha Trimmingway, who retired after many years of splendid service as principal of the Peninsula Avenue School.

DAVID MARTIN, Superintendent of Alameda County Schools, in a recent meeting made a definite attack on creative education fads and fancies and placed special emphasis on humanizing and standardizing education with due regard to reading, writing, geography, and arithmetic.

SUPERINTENDENT HERBERT L. HEALY has just dedicated an ideal school in Fairfax, Kern County. Over 250 people listened to the Superintendent's excellent address.

ROY CLOUD and Professor Almack were the instructors at the Modoc County Institute. Mrs. Crabtree, the County Superintendent, arranged an interesting program.

THE BOARD OF EDUCATION of Sutter County settled a damage suit for $1400 brought against them by Howard Russell for a finger injured by an unguarded saw in the manual training department.

ON NOVEMBER 6, Mr. Vierling Kersey, State Superintendent of Schools, gave an address at the dedication of the new fifteen-room Roosevelt Elementary School which has cost Pomona $150,000. This building has, besides fifteen classrooms, an auditorium seating 450 and a kindergarten unit of three rooms.

ON NOVEMBER 7, Doctor Ira W. Kibby of the State Department of Education gave an address at the dedication of the new $300,000 Fremont Junior High School, Pomona, built to house six hundred pupils. Doctor Kibby was the first principal of this school when it was organized as a junior high school in 1916. This building has an auditorium to seat eight hundred.

THE SAN FRANCISCO Teachers Association, J. P. Nourse, president, Frances A. C. Mooney, secretary, has always been one of the most progressive organizations in the West. In legislative affairs, in ethical procedure, in actual schoolroom work, in devotion to high educational ideals, the association has always been outstanding. The welfare committee and the salaries committee have been especially active. President Nourse has this year made a special appeal for the members to join the C. T. A. It has also been arranged that the luncheon of this association during institute week will be an accredited session of the institute.

THE GUSTINE UNION HIGH SCHOOL *News*, with the motto 'The only value of time is its use; what do you do with yours?" is a creditable publication. V. R. Belieu, principal.

THE GREGG PUBLISHING COMPANY, Phelen Building, Pacific Coast and Orient office, has just issued a booklet entitled "Tested Teaching Devices," by Frances Effianger Raymond and Elizabeth Starbuck Adams. It is a sixteen-page booklet with four-page cover. Write for copy.

HERE ARE THE FIGURES for the enrollment of the ten largest counties in the state, June 30, 1928: Los Angeles, 260,597; Alameda, 59,947; San Francisco, 53,934; Fresno, 27,377; San Diego, 26,545; Santa Clara, 20,739; San Bernardino, 20,148; Orange, 18,461; Sacramento, 18,117; San Joaquin, 16,064. A gain of over 11,000 was reported on the opening day in September in the city of Los Angeles.

A JUNIOR COLLEGE is planned for seven Orange County high school districts. The Union project will cost $1,000,000.

CHARLES L. GEER, president Central Section C. T. A. and District Superintendent of Coalinga Schools has prepared an unusually fine program for the meeting to be held at Fresno on November 25 to 27. Doctor Tully Knowles of the College of the Pacific; Doctor F. W. Thomas of Fresno State Teachers College; Doctor Thomas McQuarrie, president San Jose State Teachers College; Harr Wagner, editor WESTERN JOURNAL OF EDUCATION; and Rudolph Lindquist, assistant superintendent Oakland Public Schools are listed among the speakers.

MISS MYRTLE CARNES resigned last term from the Stockton School Department where she spent two years as a supervisor of the primary grades. On leaving Stockton she went to the North Carolina College for Women, where during the summer session she gave three courses in primary education. These courses were "The Primary School" "Primary Number and Projects," and "Supervision of Primary Grades." Miss Carnes is now in Columbia University getting her M. A. degree. She expects to complete her work in January and then leave on a trip through Denmark before beginning to teach again. The quality of Miss Carnes's work in Stockton and in the teacher training department of the San Jose State Teachers College proved her to be a most gifted teacher and able supervisor.

MISS CECELIA ANDERSON has returned to the San Francisco State Teachers College after a year's leave of absence, which she spent studying at the University of Wisconsin. She came back in time to give several courses for the summer session and to do supervision work in the demonstration school conducted under Miss Heffernan. The San Francisco State Teachers College gives its students excellent training in practice teaching in the rural schools as well as in the college training school. The work is carried on under Doctor Arthur S. Gist who is principal of the training school and director of practice teaching. This teaching is done in the three counties surrounding San Francisco—Alameda, San Mateo, and Marin. Miss Anderson has the direct supervision of the practice teachers in the field.

MISS ANNA DORRIS, who gives courses in visual education at the San Francisco State Teachers College indulged in some real visual education herself this last year by spending eight months on a trip around the world.

ALLAN KEIM is the new principal of the Marin School in Albany. Mr. Keim was graduated from the Santa Barbara State Teachers College and has done graduate work at Pomona and at the University of California. He has taught in Santa Barbara County and was vice principal of the Rodeo School for three years. The Marin School has an enrollment of 627 children in the kindergarten and first six grades.

MISS LUELLA A. PALMER, director of the kindergarten department of the New York schools, has been visiting the Los Angeles kindergartens. She is taking a year's leave of absence.

MISS MADILENE VEVERKA, supervisor of kindergarten primary grades of the Los Angeles city schools has been awarded the Ling Medal. This medal is awarded each year to some one who has given outstanding service in health conservation for little children. The unusual emphasis placed by Miss Veverka on health activities in the Los Angeles kindergartens was the occasion of the presentation. A pro-

gram in her honor was held in the Crane Auditorium of the Metropolitan High School on September 30. State Senator J. W. McKinley was one of the speakers and Doctor Sven Lokrantz, medical director of the Los Angeles schools, presented the medal. Miss Veverka left Los Angeles early in October to go into Wyoming, where she gave a series of talks to the rural teachers of the Wyoming State Teachers Association. She returned through Colorado, visiting schools in Denver and in Logan County, where she was formerly superintendent of schools.

NORTHERN SECTION MEETS

(Continued from Page 10)

these was by Doctor A. J. Hamilton, president of the California Elementary Principals Association and principal of the University Elementary School in Berkeley. He spoke on "Principals' Responsibility in Creative Education." Doctor Arthur S. Gist was the other speaker for this meeting, and his subject was "Principals' Responsibility in the Improvement of Silent Reading." Mr. Gist was an Oakland principal prior to his present position as principal of the training school of the San Francisco State Teachers College. He is an excellent speaker and was invited to make some of the principal addresses of the North Coast Section Institute which met in September in Eureka.

The State Department of Physical Education was represented not only by Miss Winifred Van Hagen and Mr. N. P. Nielson, but also by the State Superintendent of Public Instruction. Mr. Kersey's excellent discussion, "Influencing Character Through Physical Education," delighted the ears of all those who feel the major importance of health education and who recognize the far-flung influence it has upon those young people who have had a thorough grounding in hygiene and who have joyously participated in those sports which they can carry on through life and which contribute to health, pleasure, and fair play far into the advancing years. How much modern business is done on the judgment made of a prospective partner or employee through his game of golf!

The human discussions of drama and literature, of art and music, and of healthful living there at the Sacramento Institute created a comfortable sense that "America's Big Business—Education" is remembering in this commercial age that to train youth to earn its living is not greater than to train it for the art of living.

Habits, though in their commencement like the filmy line of the spider, trembling at every breeze, may in the end prove as links of tempered steel, binding a deathless being to eternal felicity or eternal woe.—*Mrs. Sigourney.*

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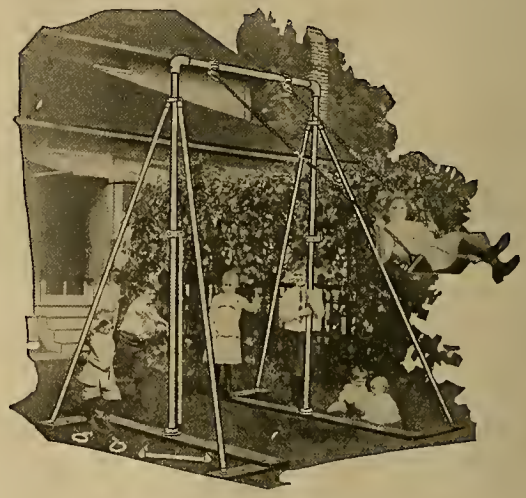

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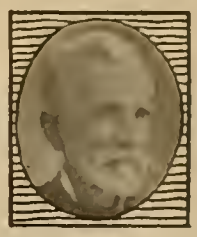

DECEMBER, 1929

And nurtured close to Nature's heart
'Neath old earth's cloak of sod,
Full flowered snow plants upward dart
Like torches of the gods.—*Forest Haywood, in Song and Scenes of the High Sierras.*

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

SUPERIOR CALIFORNIA is not the least of the provinces of California.

And in the autumn of the dryest year in the records of man's occupancy, the great vitality of its natural wealth dominates the landscape. At the first rain, December 9, 1929, the wide pastures, dry hillsides, empty creeks, began to live again.

The vast expanses of the valley, divided into sheep pastures, grain fields, rice paddies, cattle ranges, peach orchards, orange groves, olive acreages, took on new life.

A region of stupendous agricultural wealth that is alive with growing towns—Woodland, Davis, Arbuckle, Williams, Maxwell, Willows, Orland, Corning, Red Bluff, Redding, Tehama, Chico, Oroville, Durham, Marysville, Yuba City—all dependent upon tillage of the soil.

Superior California is one of the many Californias, beautiful in the autumn tints of poplars, cottonwoods, English walnuts, and strong in the sons and daughters of pioneer stock, who still lead.

And in education, Superior California is with the leaders.

W. H. WESLAR, principal of the John Swett Union High School at Crockett, in a town of six thousand individuals, has a day and night school of nearly one thousand students—787 being enrolled in the night school. Crockett is an industrial city, the home of the West Coast's largest refinery of Hawaiian sugar. Years ago, Mr. Weslar, sensed the situation that his townspeople needed vocational education. The immensity of his present program has been the meeting of that vocational educational need by adding new courses from time to time. Three years ago the present magnificent high school plant was completed at a cost of $650,000. The building is a huge structure, four stories high, built of brick, with vocational and academic units, and an auditorium seating sixteen hundred people. The auditorium is the community meeting place and is equipped with one of the finest commercial stages in California.

W. T. VAN VORIS, principal of the Alhambra Junior–Senior High School at Martinez, is in the midst of a big landscaping project around the new high school building.

THE BENICIA GRAMMAR SCHOOLS, under H. P. Short, District Superintendent, keep their teachers by having one of the highest salary schedules of any small town in California.

THE BENICIA HIGH SCHOOL is under the principalship of W. C. Waibel. This high school is housed in a new plant completed several years ago and is one of the most attractive buildings of its size in upper California.

W. J. PIERCE, principal of the Vacaville High School, is supervising the expenditure of a $62,000 bond issue. A unit built of brick consisting of a gymnasium and five classrooms is under construction scheduled for completion by March 15. The gymnasium has a floor fifty by eighty feet, boys' and girls' dressing rooms, bleachers seating 550, and team pits, the first included in any gymnasium in Northern California. The gymnasium will also be used as an auditorium. This is Mr. Pierce's second year at Vacaville. He is a graduate of Kirksville State Teachers College, Oregon State College, and has done work at the University of California. His teaching experience includes work in the schools of Missouri, Oregon, Washington, and California.

THE ORLAND GRAMMAR SCHOOLS have been progressing under District Superintendent C. K. Price. Student enrollment numbers 450 with a teaching force of sixteen. A bond issue for $49,000, which was carried last spring by a vote of seven to one, has been expended on an auditorium seating one thousand and in the renovation of both the primary and grammar grade units. The auditorium is the most spacious of any school auditorium in Glenn County, and the large stage has been made most attractive with a set of fine drapes. Mr. Price has been in charge at Orland for three years. Previously he was at Williams for five years. Mr. Price was recently appointed a member of the Glenn County Board of Education.

THE MAXWELL HIGH SCHOOL is one of the finest small high schools on the west side of the Sacramento Valley. It is equipped with a new modern building, spacious playgrounds, and has an up-and-coming young principal in Thornton H. Battelle, University of California graduate who teaches, coaches basketball, and has the confidence of students and community.

H. E. STEVENSON, principal of the Orland High School, is enjoying his first principalship in California. A graduate of the University of North Dakota, Mr. Stevenson has been in school work principally in Arizona. For five years he was a District Superintendent in Gila County, Arizona, then taught in the Northern Arizona Teachers College, and last year he attended Stanford University, receiving an M.A. degree from the department of education.

J. D. SWEENEY, the pioneer educator and Superintendent of the Red Bluff Grammar Schools and writer of historical narratives of the early settlers of the upper Sacramento Valley, expects to move into a new grammar school building next September. One hundred thousand dollars has been voted for a building that is to be erected under the direction of Architect W. H. Weeks. The building will be one story, of brick, mission style, with eighteen classrooms, and auxiliary rooms including offices, shops, cooking and sewing rooms, and a first-aid room. The structure will be of seven hundred pupil capacity. An auditorium will be a later project.

MRS. FAYE KNEESHAW RUSSELL, Glenn County free librarian at Willows, will move in January into the fine new quarters provided for the county library in the $90,000 American

Legion Building now being completed in Willows. Three thousand square feet of space is available, new library bureau shelving is being installed, the lighting is excellent, and Mrs. Russell will have one of the most attractive library quarters of any Northern California county free librarian.

FRANK A. FORDERHASE, District Superintendent of the Redding Grammar Schools, has an enrollment of 580 pupils, the largest number since 1924, when highway construction was the cause of increased school enrollment.

BUENA PARK is one of the fastest growing towns of Orange County. From a one-teacher school it has increased to two commodious schools. Arthur Corey is District Superintendent. A graduate of Whittier College in 1924, he received his teacher training at the University of Southern California, being a member of the Phi Delta Kappa of that university. For three years he was in charge of the Magnolia District School in Orange County. This is Mr. Corey's second year at Buena Park, where he is putting over a fine educational program.

MARK R. JACOBS, Superintendent of the Montebello Schools, this last summer made an extensive trip through Mexico by train to Mexico City, Vera Cruz, Yucatan, and returned via Havana and New York.

WILLIAM WALKER is vice principal of the Downey Junior–Senior High School, in charge of the junior high unit. Mr. Walker came to his present position from the Washington Junior High School of Pasadena.

J. H. HOADLEY, District Superintendent of the Perris Grammar School, has developed library reading among the pupils of his school to a tremendous degree by putting it upon a competitive basis. There is a chart in the school. Whenever a pupil finishes a book he may paste a small likeness of the book on the chart after his name. Library reading has become the thing in the Perris Grammar School as a result.

MRS. ELIZABETH RIDDELL WHITE is back at her desk in charge of the Long Beach city schools' library. Twenty-six librarians are now in her department, called by Eastern experts the finest in the United States. In addition, Miss Helen Courtright was this year appointed supervisor of the Long Beach High School and Junior College libraries.

G. A. SPIESS, principal of the Livermore High School, expects to move into the new $175,000 Livermore plant during spring vacation.

J. O. GOSSETT, principal of the Oakdale Union High School, has the record of running an excellent school with the lowest tax rate in Stanislaus County.

ELLIS G. RHODE is spending his first year as principal of the Tracy High School. An educator of much experience in other states, Mr. Rhode this last year attended Stanford University and secured an M.A. degree in education. Mr. Rhode is a graduate of Simpson College, Iowa. Previous to attending Stanford University, Mr. Rhode served four years as Superintendent of the Monroe Schools, Washington. At Tracy, Mr. Rhode this summer supervised a rebuilding program and has emphasized the vocational side in this year's work.

L. J. SPINDT was elected this year to the principalship of the Los Banos High School. Mr. Spindt is a graduate of the University of California, 1921. His teaching experience includes two years at Clifton, Ariz., and six years as vice principal of the Brentwood school. In his new position Mr. Spindt has charge of a six-year high school of 325 students with a faculty of seventeen. Mr. Spindt has already won the backing of his community in his new undertaking. California now boasts two Spindts as California high school principals. For years his brother, H. A. Spindt, has done notable work as head of the Bakersfield High School.

AT NEWMAN, Ernest E. Oertel, principal of the high school, will have completed by February first a new $50,000 auditorium of 750 capacity. The stage with proscenium, thirty by twenty feet, is the largest on the west side of the San Joaquin Valley. The Newman High School enrolls 125 students this year, and 1930 will see the last of the small classes graduating.

FOR TWELVE YEARS, M. R. Miano has been in charge of the grammar school at Los Banos. As a member of the Merced County Board of Education he has ranked high in the educational work in the county. Los Banos Grammar School has an enrollment of 650 pupils, nineteen teachers, and caters to a large school district covering eighty square miles.

THE RIPON HIGH SCHOOL has been taken into the California Scholarship Federation. Verne B. Brown, principal of the Ripon High School, has noticed a very decided increased interest in scholarship standards by the students of his school.

THE SONOMA COUNTY INSTITUTE, held in Santa Rosa November 12, 13, 14, 1929, under the direction of Superintendent O. F. Staton of the county, and Jerome O. Cross, City Superintendent of Santa Rosa, was organized from the viewpoint of instructive service to the various teaching groups in the county. The intense interest in the various lectures showed the great success of this type of institute.

Among those giving series of talks were Vierling Kersey, State Superintendent of Public Instruction; Miss Helen Heffernan, chief, division of rural education; Mrs. Helen B. Keller, supervisor of teacher training, University of California at Los Angeles; Miss Effie B. McFadden, San Francisco State Teachers College; Doctor A. J. Hamilton, principal, University Elementary School, Berkeley; Clarence R. Stone, author. Among other speakers at various sections were Roy Cloud, California Teachers Association; W. W. Kemp, dean, school of education, University of California; Mrs. Lillian B. Hill, chief, bureau of attendance and migratory schools; Fletcher Harper Swift, professor of education, University of California; John C. Almack, professor of education, Stanford University; C. C. Young, Governor of the State of California; Frank W. Hart, professor of education, University of California; L. H. Peterson, professor of education, University of California; N. Ricciardi, chief, division of secondary schools; L. A. Williams, professor of education, University of California.

Superintendent Staton and his supervisors, consisting of Mrs. Estelle C. Close, Jane Ward, Florence Dow, M. H. Woody, W. E. Smith, and Ana Chadek, saw to it that the whole convention swung along in perfect accord. The banquet of the school people of the county was one of the enjoyable diversions of the occasion.

MANY BOOKMEN were present from one to three days with exhibits at the Visalia Institute. R. H. Loomis, Hougton Mifflin Company; R. E. Laidlaw, Laidlaw Brothers; R. M. Fjeldstad, Little Brown & Co.; John L. Neff, Rand McNally Company; C. W. Roadman, Benj. H. Sanborn Company; John S. Osborne, Silver Burdett & Co.; Ray L. Done, World Book Company; and W. M. Culp, Harr Wagner Publishing Company.

THE TULARE COUNTY INSTITUTE was held under the leadership of J. E. Buckman, County Superintendent of Schools, November 25, 26, and 27 at Visalia. Six hundred teachers were in attendance at the three-day session. Supervisors Esta Aulman, Alice Butler, Katherine Hamm, W. F. Houk, Josephine Murray, and Doris Thornely, were of great assistance to Superintendent Buckman in aiding the success of the various meetings. The outstanding number of lecturers included the following: Doctor Susan M. Dorsey, Mrs. Florence C. Bingham, Willard Givens, Doctor Thomas MacQuarrie, Miss Edna Cotrel,

Doctor F. P. Woellner, Doctor Walter F. Dexter, Doctor Tully C. Knowles, Professor William P. Hinsdale, Doctor F. W. Thomas, and Doctor Rufus von KleinSmid.

BOOKMEN PRESENT at the Sonoma County Institute included R. E. Laidlaw, Laidlaw Brothers; Lester L. Walker, The Macmillan Company; Charles W. Beers, Rand McNally & Co.; Ritchie Smith, Ginn & Co.; E. R. Colvin, Silver Burdett & Co.; and W. M. Culp, Harr Wagner Publishing Company.

TWO HUNDRED AND THIRTY-NINE California high schools have special day and evening classes for adults, enrolling 161,290.

SINCE JULY 1, 1929, 1,250,000 California state-printed elementary textbooks have been printed and distributed and put into use. There has been $208,907.95 expended in their manufacture and distribution.

VIERLING KERSEY, State Superintendent of Public Instruction of California, in his November report to the Governor's Council has this to say regarding the teaching of "the three r's":

"A recent study of trends during the past one hundred years shows that more actual hours of instruction are now being given to 'the three r's' than ever before. The present time allotment gives twice as many hours of instruction to the three r's as they did in 1866 and four times as many as in 1826. This is particularly the result of lengthening the period of schooling in terms of the length of the school day, the length of the school year, and the total length of schooling received by the individual. Practically two-thirds of our entire school program is devoted to the fundamentals, the balance being given over to such subjects as civics, history, foreign language, advanced mathematics, manual training, etc."

REPORT OF SCHOOL DEPARTMENT OF LOS ANGELES COUNTY FREE LIBRARY

THOUGH STATISTICS definitely show a great deal, they cannot reveal all the work accomplished in a library during a year. The school department not only supplies supplementary books, but also strives to give real personal service to the schools affiliated with the Los Angeles County Free Library.

Book and Map Stock		
Number of volumes in the department July 1, 1928		257,731
Number of volumes purchased during year	39,890	
Number of volumes added by gift	151	40,041
Number of volumes withdrawn, lost, or worn out		39,443
Total number of volumes in department June 30, 1929		258,329
Number of maps, globes, and charts, July 1, 1928		1,389
Number of maps, globes, and charts purchased during year		110
Number of maps, globes, and charts withdrawn		67
Total number of maps, globes, and charts in department June 30, 1929		1,423
Service to Elementary Schools		
Number of school districts belonging		103
Number of buildings served		158
Number of visits made to schools		1,227
Number of books delivered to schools		117,286
Number of books returned to headquarters		103,312
Number of books remaining at schools June 30, 1929		170,430
Service to High Schools		
Number of districts under contract		3
Number of visits made		34
Number of books purchased		688
Number of books catalogued and delivered		1,255

—From "Books and Notes."

F. H. BOREN, principal of the San Mateo High School, Superintendent of the Union High School District, and president of the junior college, was fatally injured in an auto collision and died on Thursday, December 12. Mr. Boren was an outstanding educator and belonged to that splendid group of men and women who stand for high ideals in modern education. He was a graduate of Stanford University.

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DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN
Chief, Division of Rural Education of the State of California.

School Supervision in Ventura County for 1928–1929

By CLARA SMITH
Rural School Supervisor

[EDITOR'S NOTE: Miss Clara Smith is a veteran in service to rural schools—as a teacher and as a trainer of teachers, both for the service and in the service. Nowhere in California are rural children served more willingly or more unselfishly than in Ventura County by County Superintendent Blanche Reynolds and her clear-visioned staff of supervisors. This article is presented as a story of great human interest, colored by the personality of a woman who has vitality, courage, and spirit.]

AT THE CLOSE of a busy year one is inclined to ask himself what it has brought forth. There are so many interruptions of a prearranged schedule that a cursory survey indicates a scattering of energy and confusion as to what goals have been attained.

Our objective is the improvement of teaching. The specific ways in which we have endeavored to bring this about are:

First by organization of working materials—During the month of September, each teacher is requested to submit a plan book which contains brief outlines of what she expects to achieve during the school year. We have in mind getting the teacher to see the course of study in its entirety. The plan book may contain the topics which she expects the children to study during a unit of time, or it may parcel out the subject matter for the year, or it may show certain activities that may develop in connection with phases of textbook work.

We are endeavoring to get unity and development of subject matter rather than many times over. We examine these plan books and make recommendation of ways they may be improved.

Another phase of organization is the getting of a workable daily program. Fortunately, the course of study provides for alternation of subjects by years for one- and two-teacher schools, so that the making of a daily schedule is not as difficult as it would otherwise be.

A third phase of organization is to get the children classified properly. We have a large migratory group. The retardation in the county is high. By checking, examining, and arranging for the weak subject, we have been able to put children into grades that fit their social ages. Here are illustrations of the problems:

Z was a youth from Mexico last September. He could speak no English. We found him in grade one. He learned readily, so we requested that he be transferred to grade two. Shortly afterwards we recommended he try grade three. He is now in grade four and will pass regularly into grade five next year.

In another school, six Mexican youths on the border of sixteen were in the seventh grade. We thought their work equal to that of the eighth graders and advised that they try the upper class. They have passed their final examinations and will receive diplomas of graduation from the elementary school. Their work has been as good as that of their eighth grade mates.

Finding and salvaging should be a part of the school principal's work, and it is in some of our schools. But we have teaching principals and untrained principals. We have slips of girls trying to do what would stagger a veteran in the teaching service.

Thirty-one retarded have been put ahead one year. All were promoted to a higher grade this month. Not one failed to make good.

The second way we have endeavored to improve teaching is by working with specific groups or classes—Beginners and First Grade—It is of grave importance that beginners and first grade children have the sort of instruction that will develop ability on the part of the little people to help themselves, and to do this soon after entering school. Young teachers and some of the older ones are inclined to think a child stupid if he does not learn to read at once. It may be that he is not ready. The important thing is to discover when he is ready and to "strike when the iron is hot."

Meanwhile, he must have occupation that will promote mental growth. Again, many of our teachers just from the training schools have had no practice teaching with the first grade. We find that by teaching the class a few times we find the way of approach to the individual child, and thus we get the confidence of the teacher and get her to believe that what we say will really function. We work diligently with first grade teachers during the early part of the school year.

English Composition—Upon taking charge of the schools four years ago, we found that few third grade children could write three consecutive sentences about any subject. Notable exceptions were Rio and Piru. The written composition throughout the schools was not to be commended. The children seemed to have nothing to say. Nor did the mechanics and structure measure up to our standards. We have endeavored to correct these weaknesses by insisting that children be given opportunity and practice in expressing their thoughts orally, and by motivating their work.

The new State Series Language Books have been invaluable in putting this program across. We have striven for short oral compositions with an attractive beginning sentence, and a fitting, forceful one for conclusion.

The motivation of composition has varied according to the individuality of teachers and pupils. The school paper has become popular in some schools. The Nordhoff Union is putting out the third volume of the *Chatterbox*. Montalvo has sent out monthly, the Montalvo *News*. The Springville *Weedpatch* came out with two issues. Simi revived the *East Wind*. The *Pioneer* from Avenue has excelled in the quality of written composition. The *Wind Mill* from Mill has been breezy with school news. Even little Apache with six pupils has her own little *School News*. Pleasant Valley and Somis have written items for the *Camarillo Weekly*. The *Mound Tidings*, fourth edition, has real literary merit.

Through the medium of the Red Cross, Nordhoff Union has written letters to New Zealand, Japan, Poland, Finland, and Porto Rico. The children send pictures and describe their school and community. The children of other countries have responded in their native language. It is needless to say that the project has other values than mere composition.

Countless letters to agencies for information, to libraries for books, and to supervisors for various things have been written and sent. The writing of fictitious letters is rapidly disappearing. Please note that the textbook work is motivated, not neglected. The ideal for which we strive is that all oral and written work in the school shall be practice in good composition. This is far from being realized.

The course of study requires that a sample composition be sent to the Board of Education about the first of December. These compositions are to be written by the children, corrected by the teacher, then copied before they are sent to the board. The finished product is reviewed by us and reports sent back to each teacher. We are really discovering what the teacher is willing to accept. The "Once upon a time," "There was a boy and a girl," and "One day," as well as the superlative connectives, are slowly disappearing.

A year ago we gave the Van Wagenen English scales in com-

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position to all of the grades from the third to the eighth, inclusive. All papers were checked by two teachers and reviewed by the supervisors. This year the same scale has been repeated. The results accompany this report. There is much yet to be achieved in composition, but we feel that some progress has been made during the year.

Nature Study—This subject was added to the course of study three years ago. The field is big and the teachers are not trained. There is a prevailing sentiment that nature study should be of incidental character. We find incidental teaching along any line is like incidental housekeeping—it just doesn't get done.

Another fault in the nature study teaching is the excessive use of books and the neglect to use the source of all book knowledge—the world around us. We have held four conferences with four different groups of teachers on this subject. At these conferences, we demonstrated a way of starting the study of birds, plants, trees, and insects. A number of the teachers have asked that the conferences be continued next year. We have also given demonstration lessons in almost every school that we supervise directly. In some cases there is good follow-up work; in others, no improvement. The kindergarten primary group has been faithful in having canaries, parrakeets, frogs, toads, rabbits, and other living creatures in their classroom for observation. Egg shell gardens, sand table, and small vegetable gardens are evidences of their interest. There are flower books and bird books, and insects in captivity; but the big nature study idea is absent in Ventura County.

The outstanding nature study classes are Mill (upper grade), Briggs, Nordhoff Union, Santa Clara, Hueneme (primary), Santa Rosa, Somis, Pleasant Valley (intermediate and upper grades), Avenue (primary), and Apache. Successful school gardens were planted and harvested at Briggs, Avenue, Somis, Hueneme; flower gardens at Nordhoff Union and Pleasant Valley and Las Posas. This is a small part of what should be done in this line.

Our plan at the beginning of the year was to work with the reading. We have not centered our efforts there. This much has been done, however—every child was requested to learn one of the eisteddfod poems and to receive training in expressing it orally. The feeling which many of these little people put into the reading often thrilled us through. We listened to the same selection frequently.

The library reading has grown rapidly. In compliance with the course of study, children who want to try for library certificates must read along six different lines of human interest.

Whether it is wise or unwise, it has been our policy to promote activity programs, especially for intermediate and lower grade children. The sand table is used for third and fourth grade geography, the toy store for second grade arithmetic, posters or dramatics for healthful living, construction materials of wood, cardboard, or soap for intermediate geography or history.

We have asked teachers of seventh and eighth grades to become familiar with the work of the first year high school and to train the boys and girls in high school methods of study, in the use of reference material, in laboratory procedure, and in any ways that will prevent the children getting lost in the secondary institution. To this end we urge the use of Ely and King's Study Guide to American History, and supplemental reading in geography. In geography we encourage study in terms of cause and effect or the solution of problems. We get some reading, but not as much as we want. The supply of library books is limited, and teachers are not as keen as they should be in having the books available when they are needed.

The general supervisor must be ready to give help in any subject in which it is needed if there is no specialist to do it. We have helped teachers in every subject that the curriculum offers, except music. (Special supervisor.) But the burden of our work has been with primary reading, nature study, and oral and written composition.

The third way we have endeavored to get improvement in teaching is by having all of the teachers know about the procedure and achievements of other schools. This is through the medium of a news letter—"Here and There Among the Schools." This letter appears about every six weeks. Teachers like to have us write about what they are doing, and frequently tell us, "Don't forget ———— next time."

Extra Curricular Activities—Some one has said these are more valuable than the curricula. We are not so extreme, but we think these have value. The outstanding extra curricular activities are the county fair and the eisteddfod. At the county fair some of the work of the schools for the preceding year is exhibited. We note that the rural exhibits compare favorably with those from the cities and towns. No school *must* enter, but every school is encouraged to do so. An all 'round school exhibit will contain samples of six lines of school work. We do not stress trying to get prizes, but we do urge coöperation in a community enterprise and we do stress the importance of the community knowing what the schools are doing. We have seen "righteous indignation" expressed by citizens of communities when they found that their community had no exhibit. Thirty-two of the thirty-eight rural schools exhibited last year.

Entries in the eisteddfod for music, dancing, handwork, art, and reading were most gratifying. We endeavor to have all children of the class or school participating get the benefit of the training up to within a few days of the event. We think one of the values of exhibits is the giving of teachers a chance to see what other schools of their own type can do. Smug satisfaction with meager attainments is not encouraged.

Play days are another general county-wide activity. These will be discussed in the report of the physical director. On these occasions the work of the entertaining school is exhibited locally. This means the handcraft, the art, projects, papers relating to subjects, graphs, maps, and other work that the children have been doing. The best of the material will appear again at the county fair, but local interest is created by the parents seeing the children's work at home.

The Mound School was selected as a demonstration school three years ago. The growth of the school from two teachers to four and the changing faculty have interfered with its stability. However, the school has lived up to our expectations in the main. The upper grade teacher excels in getting the children to work together in carrying on a project to a successful conclusion. The primary teacher has no superior in teaching reading and in getting children to depend upon themselves when they are working, while the intermediate teacher is an artist in music. The work of the rooms has been observed by many other teachers during the year. We send teachers there if we think they will be benefited.

In conclusion, our ambitions for the schools at the beginning of the year have not been realized. The distances are great, the school population is shifting and at the same time rapidly increasing in spots, the turnover of teachers is heavy. Ventura County is a midway stopping place between the teachers' colleges and the cities to the south. No one can satisfy himself in trying to supervise the work of eighty-nine teachers and have at fingers' ends what each class is doing. The best we can do is to discover the major weaknesses, encourage each teacher to do her best, and pray for wise leadership in every school, whether it be large or small.

CONSTRUCTION WORK IN RURAL SCHOOLS

The attention of rural supervisors and rural teachers is called to a publication of the United States Department of Commerce, *Wood Utilization*, which is available from the Government Printing Office under the title, "You Can Make It."

A fifty-two-page bulletin describes practical uses for second-hand boxes and odd pieces of lumber. Working drawings are provided for some one hundred and five items which can be constructed with simple manual-training equipment in rural schools. The price of the bulletin is ten cents.

Education commences at the mother's knee, and every word spoken within the hearing of little children tends toward the formation of character.—*Ballou.*

Education is to know for the sake of living, not to live for the sake of knowing.—*Kate Douglass Wiggin.*

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THE EDUCATION OF MIGRANT CHILDREN IN VENTURA COUNTY, 1928

By EDNA B. MCRAE AND W. K. COBB
Rural Supervisors, Ventura County

[EDITOR'S NOTE: No problem confronting California's rural schools is more urgent than that of providing educational opportunity for migratory children. Mrs. Hill of the State Department of Education estimates that there are forty thousand such migrant children in California drifting from the cotton of Imperial to the asparagus of Sacramento. In Ventura County, heroic effort has been put forth to provide educational facilities for the children of migrant families attracted thither by the walnut crop. This problem is a challenge to the humanitarian impulses of growers, citizens, and educators. Shall these children, deprived of childhood's right to a home, be also the neglected and under-privileged to suffer educational deprivation?]

Early in the spring of 1928 the office of the County Superintendent of Schools resolved to plan and execute an intensive program of education for the migratory children who, we knew by past experience, would come into our county by hundreds during the walnut-picking season. The object was to comply with the spirit as well as the letter of the compulsory education law, which was enacted to give every child equal opportunity for education.

With the coöperation of the Farm Bureau, letters and questionnaires were sent out to the walnut growers. In this way a preliminary survey was made which showed the centers where extra school facilities would be needed. Definite work toward establishing the schools was begun September 1. The following agencies and individuals assisted in the work: Ventura County Farm Bureau, Walnut Growers Association, P.-T. A., school trustees, school principals and teachers, county library, office of County Superintendent of Schools.

With the help of the ranch owners and their neighbors, four schools were established on ranches as follows: Mr. Wolff, Simi; Mr. Bagnall, Simi; Frederick Noble, Del Norte; Russell Rea, Saticoy. Much credit is due these gentlemen for their help in providing the places where schools could be established. Besides the ranch schools, special rooms were provided as follows: Briggs School, two rooms; Bardsdale School, one room; Montalvo School, two rooms; Mound School, one room; Lower Saticoy, two rooms; Center School, extra teacher. The emergency rooms were housed in three regular schoolrooms, one ranch house, one apricot drying shed, one garage, one machine shed, one Americanization room, two cloakrooms with partitions removed, one ranch storeroom, and one regular schoolroom with classes held in entry or out of doors. The schools were in session from five to nine weeks. The first one opened September 18 and the last one closed November 22.

The migratory pupils came from:

Ventura County	283	Banning	2
Los Angeles City	76	Whittier	2
Unknown	65	San Jose	2
Brawley	14	Yuma	2
Watts	9	Newhall	2
Pacoima	8	Los Nietos	2
Sawtelle	5	La Habra	1
Burbank	5	Nipomo	1
San Fernando	7	Santa Barbara	1
Riverside	3	New Mexico	1
Texas	3	San Bernardino	1
Mexico	3	Carpenteria	1
Hollywood	3	Zelzah	1
Visalia	4	Westmoreland	1
Montebello	4	Pasadena	1
Orange	3		

The aim in these migratory schools was to keep the children in school and to teach them as much as possible during the time they attended school. Citizenship, including cleanliness, English, and reading comprehension was stressed. Much excellent work was accomplished in the academic subjects, in health and cleanliness, in physical education, and in art work. These schools were stripped of all unnecessary system, the work was planned to fit the individual ability, and the Mexican children responded to this situation very satisfactorily. In many cases we were able to keep the children up with their regular group so

they would not be misfits when they returned to their regular group. In other instances, I am sure, some children get that necessary individual help that will enable them to do better work in the future. Then there is a third class: the constantly migratory child who must get all his schooling while moving from place to place.

One school put on a very definite health program and the children had baths, their hair cut (by the teacher and nurse); they learned through actual experience to wash before coming into the schoolroom, to clean and cut their finger nails. Another group made an excellent picture-product map of South America and some booklets on South America. The boys on the Rea ranch had such a fine ball team that some boys had a decided preference for that school. In all cases, the children seemed to enjoy the school and were happy, alert, interested, and most uncomplaining when the school was cold or dark. On one occasion when the rural supervisor arrived with supplies and books and a teacher to establish a school the children were overjoyed. They fairly danced with glee for the privilege of going to school, which shows that much progress is being made through our Americanization program.

Statistics on attendance and cost:

Total enrollment in migratory rooms	421
Total enrollment in regular rooms	112
Total enrollment	533
Total cost of supplies	$ 134.00
Total cost of teaching	2,422.77
Cost per pupil per day	.45
Total days attendance	5,313.25

The general results of this program of migratory schools have been: Increased ability on the part of the pupils in English reading and language; general Americanization work; higher standards of cleanliness established. The parents realize that the school will follow wherever they go and that will tend to stabilize the population. Also, the parents will cease to depend so much on their children's labor, which will prevent this form of agricultural labor becoming a menace to child welfare, similar to the cotton mills of the South. A respect for law enforcement was fostered, though in no case was it necessary to resort to action of the courts to compel the children's attendance at school. The effect of the fine spirit of coöperation which was shown by some of our citizens cannot be overestimated. It seemed, whenever a need presented itself, there was always some one who took it as his special job to supply that need, often without any request.

But the absolutely necessary element in this program was the teaching personnel. It would all have been impossible without them. Fortunately, we were able to secure a corps of excellent teachers. It was once said of Mark Hopkins, a rare teacher, that Mr. Hopkins on one end of a log and a pupil on the other constituted a school. So it was with the Ventura County migratory school: we had that type of teacher with a heart for all children, regardless of race. Their greatest reward was the reluctance with which the little travelers left the schools.

HIGH LIGHTS IN RURAL SCHOOL SUPERVISION

Extracts From Recent Address of Helen Heffernan, Chief, Division of Rural Education.

When we speak of the country child, we mean 57 per cent of the entire elementary school enrollment of the United States. When we speak of the one-teacher school, we mean 161,531 schools, or 91 per cent of the elementary schools in the United States. The magnitude of the problem is not generally appreciated. The small rural school presents a problem which is likely to be with us for many years to come. The only preparation for citizenship to many children must come through these small rural schools. Therefore, the function of rural supervision is to make of these existing institutions the most efficient agencies for the education of rural children it is possible to make them.

Five outstanding ways that vital, efficient, inspirational supervision may function to improve the rural schools are the consideration of this discussion. These are:

1. By helping the rural teacher to develop an organization adapted to the needs of her situation.
2. By helping the rural teacher to make the most of rural resources.
3. By helping the rural teacher to supply cultural lacks likely to be found in rural communities.
4. By helping the rural teacher to secure better educational facilities.
5. By helping the rural teacher to a real appreciation of the magnitude of her opportunity and responsibility in the rural school.

Effective teaching depends upon an organization suited to the needs of the situation. The present rural school is organized along lines designed to meet the needs of city systems as to course of study, textbooks, and grading. We must cease to ape the organization which may be adapted to city school systems where more or less homogeneous grouping is possible. We must take the general materials of education, shape them to the conditions of rural schools, and secure an organization suited to the rural school because it has been made with the handicaps and deficiencies of the situation in mind. The rural school, heterogeneous as far as the age and educational achievements of the individual pupils, calls for a curriculum organization in which learning activities may be carried on by older and young children, dull and bright pupils, working together.

Our hundreds of small rural schools call for abundant curricular material planned in detail to enable teachers to meet the many needs arising in the rural schools. The curriculum for the one-teacher school must make much more adequate provision for purposeful, self-directed activities; it must develop methods of study adapted to the situation; it must include units of curriculum which can be simultaneously engaged in by pupils of differing ages and abilities; it must provide for interrelation of subjects; and it must plan a form of school management which is largely pupil directed.

We do not have to do the pioneer work in this type of school organization for the rural schools. Evelyn Dewey in "New Schools for Old" reports Mrs. Harvey's development of progressive education in the Porter School; Ellsworth Collings in his "Experiment With a Project Curriculum" and Fannie Dunn and Marcia Everett in "Four Years in a Country School" have "blazed the trail" for a new type of organization suited to the difficulties inherent in the small rural school situation. In these experiments, the graded organization has been replaced by flexible group organizations. Curriculum material has been developed in each case to meet the local needs, and in each case the experiment has demonstrated the superiority of results over those obtained under an inappropriate type of organization borrowed from cities.

Particular procedures adapted to the rural schools as individual instruction and large group activities are ways through which the rural supervisors may help the rural teacher to advance the standard of rural teaching. This phase of supervision is fascinating because it leads us into paths where only creative spirits have had the temerity to explore; but the possibility of new discoveries of great social significance is sufficiently enticing to challenge fearless attack upon the problem.

The second way suggested by which rural supervision may help the rural teacher is through training her to a use of rural resources. Rural school supervision is the training of teachers in service in ways of adapting educational principles to the rural conditions. Although we have obvious limitations inherent in the rural situation, there are certain resources of tremendous educative significance which rural teachers should be made cognizant of and trained to use effectively.

Right education is such a preparation of the individual in physical, intellectual, and moral capacities, as will enable him to secure the highest enjoyment from their use, here and hereafter.—*Roark.*

I have a firm belief that the rock of our safety as a nation lies in the proper education of our population.—*Benjamin Harrison.*

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

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NEWS AND COMMENTS

By HARR WAGNER

"PEACE ON EARTH, Good Will to Men" is a noble and uplifting thought. Those who carry the thought will, as a rule, have a happy Christmas. If your thought is right toward the world, then the thought within you will bring happiness to you and to others.

ANDREW MELLON, Secretary of the Treasury of the United States, was asked, "When will financial conditions be normal?" He replied, "When gentlemen prefer bonds." He should have added, "and when people buy and develop real estate and place it on a sure and safe income basis."

THE APPRECIATIVE THANKS of all men and women past fifty are due to Attorney–General Webb, who ruled recently that the regulation making candidates past forty ineligible for civil service positions was against human experience. He is right. Many men and women reach the maximum of efficiency after fifty years of age.

THE REORGANIZATION of the entire elementary school system as to supervision and finance is a problem now facing educational students and administrators. It is national, state, and local in its appeal. It is the current topic of conversation in teachers' associations, conventions, and taxpayers' associations.

Honorable Vierling Kersey, Helen Heffernan, Roy Cloud, J. B. Davidson, A. W. Ray, and many others have been promulgating ideas along these lines in California.

Superintendent Davidson of Marin County, who was the author of some excellent changes in school law in simplifying methods of school administration, is an ardent advocate of lifting the burden of taxation from local districts and placing it upon the state. He makes a very clear and definite statement that teachers' salaries should be paid from a state fund, that school supplies and other expenses of operating the school should be paid by the county, and that the physical permanent equipment of the school should be paid by the district. This would not be a complicated system. It is just, and could be made adequate for the poorest as well as the richest district.

Superintendent Davidson very wisely says, "The present system was established in the days of the horse and carriage. Our district today should have a system to fit in with the good roads and the automobile." Transportation of pupils will eliminate thousands of dollars of waste and give each pupil the benefit of a graded school.

How shall the state fund for elementary schools be secured? An indirect tax, similar to our road tax on gas, on luxuries, or a source income tax on corporations that have grown tremendously profitable on the use of material which is the common wealth of the people, is, we believe, generally approved. The era of reorganization, expansion, and perfection of the elementary schools is here.

THE PENNSYLVANIA *School Journal,* on page 111 of the October issue, contains a most excellent article on the cost of free textbooks in the public schools of Pennsylvania by Jonas E. Wagner, director of research, statistics, and records.

This shows that the average cost of books per pupil per year from 1921 to 1928 inclusive was $1.53 in all grades, from the first through the high school. The cost of textbooks range from 25 cents for a speller to $1.75 for a high school history.

The $3,120,447 spent for textbooks in Pennsylvania last year represents but a fraction over 2 per cent of the total cost of operating the schools. When the taxpayer considers that only 2 per cent of his school tax is needed to provide good textbooks for all his children, there is no argument needed to justify the practice of using public funds for this form of social opportunity. Neither is there any argument for cutting down the school budget when you consider that only about 2 per cent of the amount spent for running the schools goes into textbooks which, without doubt, furnish at least 50 per cent of the instruction which gets into the child's brain.

DOCTOR WILLIAM JOHN COOPER, recently appointed head of the United States Bureau of Education, of the Department of the Interior, believes that the little red schoolhouse, wherever a substitute can be provided, should join the old oaken bucket in the limbo of the past. He delivers his *magnum opus* on this subject in the current issue of *School Life,* published by the department, in which he writes some specifications for schools that should and should not exist.

"We need a unit of administration much larger," he says, "than that served by the one-teacher school. The area of administration should be large enough to support a complete school unit, elementary and secondary. If the area is very sparsely populated, lodging and boarding at the high school may be required as well as good transportation facilities. Enough elementary schools should be in the area to warrant employing at least one trained supervisor.

"We need a new plan of school finance. Ability to support governmental agencies, and especially schools, is no longer adequately measured by the general property tax. This appears to call for a large unit—probably a state unit, if just and fair taxes are to be levied.

"The high-water mark in selecting a Superintendent so far as I know has been fixed by Los Angeles County, California. The county charter provides for selection of the Superintendent under civil service regulations by the board of county supervisors, who also fix his salary. The salary of the Superintendent has been fixed at $9000.

EDITORIAL REVIEW OF C. T. A. MEETING

THE CALIFORNIA TEACHERS ASSOCIATION, Central Section, and Annual Institutes of Fresno, Kings, and Madera counties, and Fresno City, closed their meeting November 27, 1929. Charles L. Geer of Coalinga, president of the association, was also chairman of the program committee. The central theme of the meetings was "A democratic school system must assure to every pupil the opportunity of educational exploration, selection, and ultimate preparation in high school or college, for some worthy vocation." The three-man team, Doctor Frank Thomas, Doctor Tully Knowles, and Doctor Thomas MacQuarrie, carried this theme through all of their addresses at Bakersfield, Visalia, Merced, and Fresno.

President Geer also, in his eloquent, witty, and common-sense talks at Merced, Fresno, and Bakersfield, placed special emphasis on the central theme of the meetings.

Please notice that the main speakers were from California institutions, selected for their ability to get their message across. Tully Knowles, Doctor Frank Thomas, President MacQuarrie, Willard Givens, each in his way delivered his message with effectiveness. Please get the word *effectiveness.* It means a lot to a listener. It means more than fame, more than position, more than institutional pull. It means service to the state to

be able to create a message from experience and meditation and then to deliver it so that it grips and holds an audience.

Mr. Geer was especially successful in selecting his three main speakers and especially in his own ten-minute cameo speeches.

The section meetings were very successful and the music was furnished by various schools: Fresno State College Symphony Orchestra, Kerman High School Band, Edison Technical High School Band, and others. The leadership of John Henry Lyons in community singing was especially pleasing.

Among the speakers with special messages before the general sessions were Doctor D. W. Kurtz, Harr Wagner, who spoke at Merced, the Lions' Club, and Fresno on "Joaquin Miller and His Other Self," Doctor Walter Brown, Willard Givens, Rudolph Lindquist, E. W. Hauck, Susan Dorsey, F. P. Woellner, Walter F. Dexter.

Superintendent C. W. Edwards, City Superintendent O. S. Hubbard, Superintendent Healey of Kern County, Superintendent Buckman of Tulare, Superintendent Bozeman of Kings County, Superintendent Williams of Madera, Superintendent Weaver of Merced, and T. B. Price, all coöperated in helping President Geer make the meeting of the association successful.

One of the unique features of the publicity was an attractive booklet, giving the educational background of the speakers and superintendents. This was presented to the association with the compliments of the Coalinga High School. President Geer made an urgent plea for the junior college and for a University of Central California. He planted an idea which will grow to be a full, flourishing ideal.

Miss May McCardle, a sister of Miss Sarah McCardle, the well-known city and county librarian of Fresno, was elected president for 1930.

Every man must educate himself. His books and teacher are but helps; the work is his.—*Webster.*

Junior high school unit of the Downey six-year high school established this year at Downey under the principalship of Frank F. Otto.

HILLSBOROUGH SCHOOL SAVINGS PROJECT

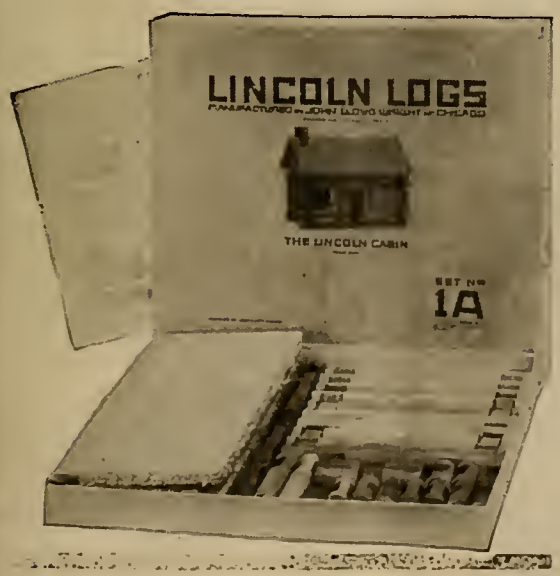
Recognizing that thrift is a habit and best developed by systematic practice, we have organized the Hillsborough School Savings Project.

This project is conducted by the eighth grade pupils. Once a week the children who have money to deposit go to the eighth grade room. Here they make out regular deposit slips and take them to their grade advisers, where they are checked for errors, and to the bank teller for deposit. A collector from a local bank then calls and collects the money and bank books. Floormen are ready to assist depositors whenever needed.

The eighth grade pupils work through the different positions in the bank and in the course of a year each pupil has held every position at least once.

There is a triple check on the money and on each of the tellers so that it is possible to trace and correct any error which may occur.

The banner, "We Lead in Thrift This Week," was designed and made by the girls in the sewing class. This banner is awarded weekly to the room having the highest percentage of depositors. There is keen competition each week for this banner and few forget their pennies for bank day. The bank was made in the manual training shop.



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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

California County Libraries From Mexico to Oregon

A RECENT VISIT to a few of the 4173 county library branches of California from Mexico to Oregon and from Arizona to the Pacific Ocean kept the county library organizer traversing this great state for several weeks. It was a trip filled with contrasts. The sand dunes and desert vegetation of sections of Imperial County gave way to the high Sierras of Siskiyou and Trinity counties and the giant sequoia of Humboldt. The ceaseless throngs on the crowded streets of the large cities made the ghost towns of deserted mining camps seem a figment of a person's imagination. There was a constant change of scenery, climate, people, and transportation. These varied conditions were reflected in the branches of the county libraries. In the populous valley areas were branches as large as small town libraries, while small book collections served scattered groups of people on the deserts and in the mountains.

Orange County with a small area, dense population and high assessed valuation is so urban in its character that it has only five schools of one teacher in the fifty-six school districts in the county. Miss Margaret Livingston, county librarian, gives a large public library service to the rural communities and a specialized service to the schools which have joined the county library.

A trip with Miss Livingston through orange and English walnut groves, past forests of oil derricks and on to the Pacific Ocean afforded an opportunity to see a large school branch at Huntington Beach and thriving community branches at Garden Grove, Winston, Seal Beach, and Laguna Beach, called the Carmel of the South.

Saturday forenoon is not an auspicious time to visit a county library, but it proved to be the most interesting time to see the school department of the Los Angeles County Library in action. Many teachers make personal visits on Saturday to select books and to confer with Miss Helen E. Vogleson, county librarian, and Miss Irene Moulton, head of the school department.

On June 30, 1929, the school department of the Los Angeles County Library had a total of 258,329 volumes on hand for special school service; also 1423 maps, globes, and charts. During the year the county library had delivered 117,286 supplementary books to the elementary schools and the schools had returned 103,312, thereby keeping this large school collection in circulation. In addition, 1255 books were delivered to three high schools which were affiliated with the county library. In giving specialized school service to the 101 districts which have joined the Los Angeles County Free Library, 1261 visits were made during the year by representatives of the county library.

From this extensive service given to the schools a person can judge something of the magnitude of the general service to the 158 community branches ranging in size from those in incorporated towns to the most remote branches on the desert.

The scene was shifted from Los Angeles to San Diego on Sunday without loss of time. After seeing the headquarters of the San Diego County Library on Monday Miss Eleanor Hitt, county librarian; Miss Marjorie Kohler, head of the school department; and Miss Ethel Creigh, head of the branch department, gave the county library organizer an opportunity to visit a few of the 150 excellent branches of the county library. The beautiful coast line disappeared as the auto turned toward the back country which is covered with many ranges of mountains and innumerable valleys. Acres of avocado pears and other citrus fruits bore testimony to the balmy climate of this county. After lunch at a delightful inn at Rancho Santa Fe, several very interesting branches were visited. One of them was the vista branch. It is centrally located in a large room in a village. This room houses a jewelry store, electric shop, and tailor shop. These industries and the county library branch serve a large rural community. The custodian was busily engaged with library borrowers and registered a new one. It reminded the visitor of a public market with each department successfully engaged in its own enterprise.

Next came an alluring branch in a florist shop at Escondido with a beautiful window display of plants, flowers, and books. With a night trip to El Centro awaiting the organizer, branch visiting was reluctantly ended.

From San Diego the train glides over into Mexico near Tia Juana and carries travelers through a desolate sagebrush section. Climbing upward it enters the incomparable Carriso Gorge, where the track clings to its narrow ledge high up on the mountain side and then emerges to slide steadily downward into the fertile Imperial Valley below sea level.

Two most unusual trips visiting community and school branches of the county library showed something of the physical development of the desert by dauntless people and also of the part the county library has played in the educational advantages offered to the settlers. From its headquarters in the county courthouse the Imperial County Library serves the residents of the county through seventy-five branches.

After an afternoon visiting county library branches in a highly developed section Miss Dorothy Deming, county librarian, started early the next morning with Miss Katherine Campbell, first assistant, and the county library organizer for a desert trip. For fifty miles the paved highway stretches like a ribbon across the sand.

As the Colorado River was approached desert vegetation and sand dunes of surpassing beauty gave way to date groves, alfalfa patches, and cotton fields. The Indians, Mexicans, and negroes of this section present an educational problem. After visiting a large school at Holtville and a community branch at Bard, lunch was obtained in Yuma, Ariz.

Leaving the main highway, a cross-country trip ending at the Mexican border line necessitated crossing the Colorado River to deliver books to the branch for the Imperal irrigation district. This branch is in a company-owned store. Another branch for school service is in the school building.

A day in San Bernardino was planned by Miss Caroline S. Waters, county librarian, through a thickly settled section of the county. Excellent quarters are provided for the county library in the spacious new courthouse. The forenoon was devoted to visiting institutional branches. A "trusty" in the county jail acted as custodian of the books kept in two large cases in a closed hallway for the use of the prisoners. At the general county hospital books are provided for the staff and patients. At the Monte Vista Home for Aged Women, fifty-seven inmates are cheered by county library books. The library of the old men's home contained well-filled bookcases and reading tables with newspapers and magazines. The tuberculosis wards for men, women, and children are each supplied with books. As many of the patients are Mexicans, books and papers in Spanish are procured for them. Besides the branches visited, the San Bernardino County Library serves the detention home, county prison camp, isolation ward, and psychopathic ward.

A drive through a highly developed and densely populated area made it possible to see large community branches with excellent housing conditions and fine book collections. A combination library and women's club building at Highland was very attractive. Rialto branch is in a room adjoining the city hall. The Fontana Land Company donated a building for the Fontana branch. This branch circulates about three thousand books monthly. Cucamonga branch is in a room of the Building and Loan Association. Ownership of the branch building at Bloomington is vested in the chamber of commerce. A rented room with a beautiful window display of books and plants houses the Chino branch. A pronounced characteristic of all the branches was their cleanliness and order. Seeing these near-by branches made it difficult to realize that, in this county having an area greater than several New England states, the county library has branches 250 miles across the desert from headquarters.

After an interval of two weeks in the state library the organizer started northward on a midnight train. Snow-capped Mount Shasta and grim Black Butte shrouded with clouds greeted the travelers at dawn as the train wound through the Sierras, following the Sacramento River to its source in Siskiyou County.

A county-owned building close to the Siskiyou County Courthouse provides headquarters from which the county library serves through its 148 community and school branches the widely scattered people of this mountainous county of 6079 square miles. The Yreka Public Library and branch of the county library in a Carnegie building provides book service for the county seat.

A short time was taken with friendly visits to county officials before starting on a trip with Miss Celia Gleason, county librarian, and Miss Emma Revell, first assistant. The branch at Fort Jones was a reminder that the Spanish history and names of Southern California had given way to the pioneer history and names of Indian origin of Northern California. A small collection of books in a store at Greenview, a large collection in the Etna Free Public Library and branch of the county library, and the Callahan School branch, many miles apart, were seen before the afternoon ended. A private game refuge owned by Parker Brothers was passed at twilight. The fields were dotted with several hundred deer peacefully grazing and giving passing autos only a casual glance. The following day visits were made to a brightly decorated library room in the Grenada School with an alert teacher in charge, and to large town branches at Mount Shasta and Dunsmuir.

A night trip to Redding by train, followed the next day by a stage ride across the mountains over a state highway in process of construction, brought to view the county seat of Trinity County. Weaverville is unique. It is a delightfully quaint mountain town unspoiled by inharmonious innovations.

As Trinity County's area of 3276 square miles is practically all vertical, the visiting of

county library branches presents various difficulties not easily surmounted. No branches were vsited on this trip. The headquarters in the county-owned building on the main street are commodious and a credit to the county and town. The county library gives the impression of being a public library for the people of Weaverville as well as a distributing center for the branches. Mrs. Lila D. Adams acts both as county librarian for the county in general and gives direct library service to Weaverville as a branch. With small assessed valuation, a large area which is practically all mountainous and a scattered population, this county presents many difficulties in library service.

Another day and another ride across towering ranges of mountains! Such a memorable ride! An auto truck, a fine stage driver, an Indian boy, and the county library organizer left Weaverville in the cold gray dawn for an all-day drive with Humboldt County bordered by the Pacific Ocean as our destination.

It was a day of breath-taking views with intensely interesting first-hand information from the stage driver, Indian boy, and an old prospector with his pitiful little bottle of gold flakes and nuggets. The mountain sides were covered with the dark green of fir, spruce, pine, and madroña with its scarlet berries intermingled with the russet, red, and yellow of oaks, poplars, sycamores, and other deciduous trees.

The mountain grade high on the mountain side followed the windings of the Trinity River. A ghost town, a deserted mining camp with remains of rusted machinery, long hills of upheaved rock in the river bed from dredge mining, mountain sides torn down by hydraulic mining, farms and buildings buried under countless tons of rock, and tunnel-like shafts in the mountain sides added desolation to the grandeur of the scenery and rolled back the pages of a story of gold-mining days.

A lookout station on the far-distant top of a mountain, and at infrequent intervals a combination store, service station, post office, telephone office, and county library branch gave life to the scene. It is these remote places which challenge the resourcefulness of county librarians.

Finally the last range was crossed. At dusk, Eureka, the county seat of Humboldt County, became a reality. Miss Edna Davis, county librarian, and H. A. Kendal, city librarian, met the stage and their welcome gave a perfect ending to the day.

Sunday in Eureka! No, indeed! The county librarian and her staff gave the organizer a glorious ride through redwood groves and by the seashore from Eureka to the mouth of the Klamath River. It is a story all by itself.

Two busy days were spent in Humboldt County. The county library is located in a two-story house opposite the courthouse on a city block owned by the county. The work has been so systematized that it goes on smoothly in these unusual surroundings. From here the people of this large county give community and school service through 152 branches. Visits were made to branches of various types. Blue Lake branch serves a rural community in a civic center building which was a remodeled creamery. Korbel branch is upstairs in a town hall in a lumber town and is widely used by the men at the lumber mill. The Arcata Public Library and the Ferndale Public Library are branches of the county library. At Rio Dell there is a deposit of books in a store. Scotia is a lumber town owned by the Pacific Lumber Company. The county library branch is next to a barber shop in a long building with various types of stores and offices. It serves a large community. Alton branch is located in a home. Hydesville branch, in a garage, has the owner as its custodian. At Rhonerville a small building of one room, well filled with books, had many borrowers the day it was visited. In a large room rented by the town the Fortuna branch gives service to many people.

Other libraries visited were the one at the Humboldt State Teachers College, C. E. Graves, librarian, and the Eureka Public Library, H. A. Kendal, librarian.

A night trip on the Northwestern Pacific Railway ended in the morning at San Rafael, Marin County, where a visit was made to the county library headquarters in the courthouse. This library has been in operation less than three years, yet its county librarian, Miss Muriel Wright, has fifty-six community and school branches established and was starting two new community branches the week it was visited.

Leaving "Marvelous Marin" with its fine county library, the trip was continued to San Francisco and on to Sacramento that night. The remarkable panorama was ended, but the memory of a library service to people far and near remained.

AN ALTRUISTIC THEATRICAL TOUR

AT THE PRESENT TIME, when the theater is constantly being described as a purely commercial institution, it is refreshing to hear of an important theatrical enterprise that is motivated by purely altruistic ideas. Such an enterprise is that of the second North American tour of the Stratford-Upon-Avon Festival Company, from the Shakespeare Memorial Theater at Stratford. As was the case last year, whatever profits may accrue from the tour will go toward the fund for rebuilding the Shakespeare Memorial Theater, which was destroyed by fire three years ago.

In view of the cost of transportation of the large company from Stratford as far west as San Francisco and back to Stratford, and the regular expense of maintaining such an organization, it is not likely that the profits will amount to a considerable sum. The board of governors of the Shakespeare Memorial will, however, be content if the proceeds of the tour equal the outlay, because a more important purpose of the enterprise is to hold together a group of actors that has become one of the most important dramatic companies in the world. The spring season and the summer season at the Memorial Theater give the players only about twenty weeks' employment annually, and in such circumstances it is natural that the more successful actors should accept engagements on the London stage, which in many cases prevents them from being permanent members of the Stratford company. The success of last year's tour indicated that the organization can be taken on tour each season, either through Canada and the United States or to Australia or South Africa, and the term of work thus increased to forty or forty-five weeks. With seasons of that length the company can be kept intact year after year, with consequent advantage to the artistry of its performances.

Beyond all this it is the sincere desire of the board of governors, of which Archibald Flower is chairman, to acquaint playgoers throughout the world with the beauty and fascination of Shakespeare's plays when they are presented in the lucid, intelligent, straightforward fashion in which they were acted under the stage direction of Shakespeare himself. The director does not, however, adhere to the erudities of the Elizabethan stage. On the other hand, he makes good use of all of the mechanical devices of the modern theater. But he reveals the text as it was written, and the effect of the performance as given is little short of magical.

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WESTERN SCHOOL NEWS

AT A GENERAL CONFERENCE of people interested in school furniture, the Bureau of Standards adopted a color to be known as school furniture brown. This color will be for all shades for desks, tables, library bookcases, etc.

MORE THAN eighteen hundred teachers sent in reservations for the San Francisco Teachers Association luncheon on December 16, 1929, at the Fairmont Hotel.

HONORABLE WILLIAM JOHN COOPER, Commission of Education, Washington, D. C., has reorganized his department. The fundamental change is in making the department one of research rather than administration. Doctor Cooper also arranged for a conference of leading school administrators early in December. Vierling Kersey was called to Washington to attend the meeting.

ON OCTOBER 19 a proposal of the Board of Education of Kansas City to issue $5,000,000 in school bonds for new buildings, sites, grounds, remodeling, school additions, etc., under direction of the Board of Education, was ratified by an eight to one vote.

Kansas City now has a school plant the cost of which is, in round numbers, $28,000,000. The $5,000,000 fund is intended to provide for some present needs and furnish funds to meet the needs of probable growth of school population in Kansas City during the next five years.

IN JUNE, 1930, the University of Southern California will commemorate its fiftieth birthday. The program is under the general charge of Rockwell D. Hunt. Doctor R. B. von Klein-Smid, president of Southern California since 1921, voices the pledge of the trustees, the administration, and the faculty of the university as follows: "The University of Southern California will hold fast to its conviction that education is a living process, as adjustable as life itself, using the materials provided by the past to make the products of the future. It will continue to devote itself to what it conceives to be the urgent problems of higher education in this present age — the adapting of university facilities to the needs expressed in modern society."

SAMUEL P. MCCREA, principal of the Sequoia High School from 1905 to 1921, passed away on November 14, 1929. He was seventy-two years of age and was a well-known educator.

O. J. KERN of the University of California, Berkeley, has issued a number of interesting bulletins on correlations of language and nature study. "The Rural Correlation in Geography" is especially valuable to curriculum makers.

SENATOR S. M. SHORTRIDGE, formerly a school teacher in Napa County, California, now a great leader in the United States Senate, has put up a great fight for the protection of California industries. In the new tariff bill, agriculture, horticulture, dairying, poultry, live stock, and cotton interests are all given an increase in tariff rates. The more money our producers get for their products, the more money for schools.

THE SCHOOL BONDS carried in Willows by a five to one vote. This means a number of new school buildings.

ANNOUNCEMENT has been made of the change in management of the Pacific Coast office of the Macmillan Company. For over twenty years T. C. Morehouse has managed the business of the company with headquarters at 350 Mission Street, San Francisco. He has been called to the home office in New York to take charge of the college department. His successor, F. E. Cobler, has been the representative for the company in Southern California for over twenty-two years. John H. Beers, who has represented the company in the Bay district and in the Hawaiian Islands for a number of years, has also been called to the home office in New York to become sales manager.

THE CALIFORNIA COUNCIL held an important meeting at Los Angeles on December 7. Roy Cloud, executive secretary of the C. T. A., and Superintendent Joseph Marr Gwinn, president, board of directors, are the high officials of the C. T. A. It is the largest state association of teachers in the world with one exception.

CHARLES A. ADAMS of San Francisco, member of the State Board of Education, is chairman of the education section of the Commonwealth Club. He has been holding a series of meetings, and Doctor Hockett of the University of California has been presenting his papers on curricula, the fundamental philosophy of which is to develop a worth-while purpose in the child. Mr. Adams is an active and devoted student of educational problems and is getting results in a constructive way.

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Charles Geer of Coalinga spoke recently at Clovis, Cal., on "Fossils." He lives as a live wire in a rich fossil country and has a wonderful collection of interesting specimens.

The Bureau of Research and Guidance, under the direction of Doctor Virgil E. Dickson, assistant superintendent of schools, of Berkeley, Cal., states that approximately one-fourth of the population of the entire city is enrolled in the public schools. That isn't hard to believe when it states also that there are four thousand students in the Berkeley Evening High School alone. The Burbank evening school has more than one thousand enrolled, representing forty-two nations. The total enrollment in the Berkeley schools is 20,117.

San Francisco's Department of Textbooks and Libraries, established in 1924, has been a distinct step forward in the handling of texts and library books for the elementary and high schools of the city. Miss Mary Mooney, who is director of the department, and who organized it, has established a very efficient system. In this connection it may be interesting to note where efficiency in the handling of textbooks finds a special appreciation. Mr. Dyas of the state text department becomes positively enthusiastic in his praise of the present San Francisco centralized textbook service and record-keeping as compared with the difficulty of handling the texts and getting the records in before the establishment of this department.

In 1927 the original quarters were so crowded and outgrown that the Board of Education decided to turn over the Adams School annex to be used as a library. This was a good fireproof building two stories high, erected in 1922, and centrally located in the downtown district. About $20,000 was spent in remodeling the building for library purposes.

When this department began its career it handled only a limited number of books, but has gradually grown to include the distribution and circulation of all texts, basic and supplemental, for the entire school department from the kindergarten through the senior high schools. The teachers' professional library is a very live one, and much used. It is housed in an attractive room, well lighted and tastefully arranged, with the books easily accessible for browsing. A large exhibit of sample texts is kept here for reviewing purposes by the various committees constantly at work and by individual teachers. A large, comfortable room is used for conference meetings, and in it changing exhibits of school interest are displayed during the school year.

The distribution of visual aids is done by the library, and includes projections, moving-picture films, and stereopticon slides. The department also has facilities for photographing school activities. Phonograph records are also circulated for the music department. A delightful, and perhaps accidental, luxury is a real parking space of its own in the former playground—a "service" not many centrally located libraries can boast!

A recent building program in Plumas County provided for two new gymnasiums, at Portola and at Quincy. The increased attendance in certain districts required the opening of four emergency schools.

A building program in Plumas County is carried on entirely by direct tax. This is made possible by the high assessed wealth. Last year a maximum rate of 75 cents was levied as a special district tax to cover the cost of building.

One of the good fortunes of Plumas County is that it receives approximately $26,000 from the Forest Service for the support of its elementary schools.

Doctor Virgil Dickson for several years has been checking children, and subject-matter through tests and measurements. As a result the county schools have strengthened their weak places and are maintaining a high level of work.

Miss Clara Kaps of the Chico State Teachers College goes into the county for teacher conferences on various phases of primary work. Last year she did some very interesting work in poetry and literature for all the elementary grades and assisted in the revision of the course of study in this subject.

Mrs. Vivian Long, County Superintendent of Plumas County, is a hard worker and a progressive one. Last year she secured Mrs. Charlotte Tinker as rural supervisor. Mrs. Tinker is from Denver, Colo. She has done graduate resident work at the University of California, getting her M.A. degree there. Mrs. Long has emphasized particularly the health work of the county and has made an effort to correlate health activities with the school program. Physicians of the county are enthusiastic in their support of this work, and both dentists and doctors are donating their services for examination. Miss Ruth McCullagh is the new supervisor of health this year, and is continuing the health program.

Mrs. Kate Donnelly, for many years superintendent of schools in Plumas County, came back into school work as supervisor of attendances for Mrs. Long about four years ago.

We sleep, but the loom of life never stops; and the pattern which was weaving when the sun went down is weaving when it comes up tomorrow.—*Beecher.*

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ABOUT BOOKS

MY LIFE EAST AND WEST, by William S. Hart. Published by Houghton Mifflin Company, Boston, Mass. 357 pages, 6 x 9, many interesting illustrations. Price $3.50. William S. Hart caught the spirit of the modern writer of biography and he has written a book that is fascinating in color, unique in interpretation, and dramatic in incident. Every page teams with life and interest. There are anecdotes of men and women that ring true. There is pathos in the affection and praise for "Fritz" his horse. The book is more than human—it is deliciously natural. There is no posing in this book. The stories of Thomas Ince, Bob McKim, Mary Pickford, and others have a strong appeal. The entire book is so filled with incidents that are written in such simplicity, such inoffensive ego, that if the pleasure in writing was his, the pleasure in reading is all ours. It is a great book—a true novel in the field of actual biography.

ONE THOUSAND SAYINGS OF HISTORY, compiled by Walter Fogg. The Beacon Press, Boston, Mass. Price $5.00. 1100 pages, 6 x 9. Attractively printed and bound, We trust that this valuable book will give inspiration to this generation to have something to say. If you have the ability to say things you are listened to in all ages. Chesterton very truthfully said, "The radio had to come at a time when nobody had anything to say." The author begins his preface with an apt quotation from Plutarch, "A short saying, a jest, an action of small note should distinguish a person's real character more than the greatest sieges or the most important battles." So for more than a thousand pages the compiler goes on filling them up with the most attractive sayings of men and women who said things during the past centuries. To know this well means the enrichment of one's life. The author's, or compiler's, happy method of giving a brief and definite statement of the historical data involved in the "saying" is of great value and intense interest. The book has four distinct claims. (1) It offers in a novel form of prose-pictures more than eleven hundred historical sayings. (2) It has life and color. (3) It has been written and arranged for the pleasure of the general reader and not for research alone. (4) It makes room for hundreds of sharply drawn characters who have been denied notice by previous compilers. The book is an essential part of every private and public library.

THE WINGED HORSE ANTHOLOGY and THE WINGED HORSE by Joseph Auslander and Frank Ernest Hill. Educational edition, published by Doubleday, Doran & Co. Price $1.50 each. These two books represent the peak of snobbishness in literature. In the foreword to "The Winged Horse" the authors claim it was written to meet the needs of two particular children. In the thousands of books printed, they naïvely confess that "there was nothing printed that would tell them much." This is really quoted. They also saw "that millions of all ages knew little of what poetry was." The frank egotism of Mr. Auslander and Frank Ernest Hill would be refreshing were it not based on such a false basis. The title should not have been "The Winged Horse" but "The Wingless Horse"; in some of the material the donkey would have been appropriate. The foreword in each book is of the same general, egotistical character, with an underlying "holier than thou" attitude that makes the average student of poetry angry. The contents of the books are much better than the forewords. There is some rich material presented in a readable way. Of course, any student of poetry will resent the exclusion of the name of the author of "Columbus" and the "Passing of Tennyson," America's greatest natural singer, with the exception of Poe. The book is carefully edited, and is written in an interesting style. It is almost a calamity that authors show such a lack of appreciation of those born unto singing and exclude so many natural poets, and include so many poets who use words rather than ideas. There is much good material in the book, but there should be a complete revision to make it a worth while book for standardized college students. The book as an interesting contribution for a private library is all right. The publishers have presented the two volumes in a very attractive form.

UNDER THE GENERAL TITLE "The Story of Man," Laidlaw Brothers, publishers, of Chicago and San Francisco, have issued "The Tree Boys" and "Fleetfoot, the Cave Boy," by William L. Nida, the well-known author and professor in the San Diego Teachers College. There are four other books of the series in preparation. Mr. Nida has the happy faculty of writing in an interesting manner. He has that felicity of expression that is a gift of the gods. He has written many books and they are all good sellers because the teachers and children are interested in the content of the book. His sentences are short, complete, and yet his style is not the choppy style so common with grown-ups who write for children. Back of the style is the desire of the author to give the children an idea of primitive man that is not a caricature. The illustrations are by Grace Betts. The colors used in the pictures are not sufficiently soft and delicate in tone to compare favorably with modern bookmaking. The printing over tint blocks is effective and gives a presentation that is new in bookmaking. The cover is attractive. "Tree Boys" is 64 cents. "Fleetfoot" is 72 cents. Books may be ordered from Laidlaw Brothers, 133 First Street, San Francisco, Calif.

TEMPLED HILLS, a tribute by George William Gerwig, author of "Schools With a Perfect Score," "The Art of the Short Story," "Washington, the Young Leader," etc. Percy Publishing Company, Pittsburgh, Pa. This is a beautiful, well-written tribute dedicated to "That Other Mother, My Dear Teacher." Mr. Gerwig in "Templed Hills" has written of the Priestess of the "Templed Hills" in a delightful manner. It is suitable for a gift book, especially to teachers.

THE GATEWAY OF TOMORROW, by Olive M. Price, published by Scott Mitchel Publishing Company, St. Paul. This is a play in four scenes. Price 50 cents. There are nine characters in the play. Scene one opens in a rude hovel near the winter palace, St. Petersburg, Russia. The theme is a fugitive Russian family which emigrates to America and becomes successful.

Ill habits gather by unseen degrees;
As brooks make rivers, rivers run to seas.
—*Dryden.*

A column which appeared in the December *Sierra Educational News*. Read it here if you didn't read it there!

A Great Educational Experiment

AS MANY TEACHERS of the social sciences know, Doctor Harold Rugg and his associates at the Lincoln School of Teachers College, Columbia University, have been developing an entirely new course for the junior high school to replace the conventional courses in history, geography, and civics. This course is an attempt to construct curriculum materials that will prepare young people for intelligent participation in the complex and changing life of the present time.

It covers the general field included in courses in history, geography, civics, economics, sociology, etc. It is not, however, simply a reorganization of the materials now used in existing courses. It is rather a new departure in curriculum construction, based upon the hypothesis that the traditional courses and the older methods have proved inadequate to meet the imperative demands of contemporary life.

Perhaps no experimental course ever developed in the American schools has had the extensive trial that has been given to this Rugg material. The first booklets that developed Rugg's ideas were used in the Lincoln School from 1921 to 1922. Since 1922, they have been used in public and private schools in more than a hundred coöperating cities in all parts of the country. This new course has had a powerful effect in changing the courses in the social studies all over the United States. Some of the California cities that have coöperated and are now using the Rugg pamphlets are San Francisco, San Jose, Sacramento, Fresno, and many others.

Much Help From Teachers

From the teachers who have used the booklets, have come many suggestions for changes and improvements and they are still in the process of revision. The course and the books based on the course are, therefore, a great coöperative enterprise representing the views and the experiences of thousands of progressive teachers.

This experiment is still continuing. All schools and teachers interested, who desire to coöperate in it, are requested to write to Doctor Harold Rugg, Lincoln School, 425 West 123d Street, New York City, who will send full information regarding the social science pamphlets.

Early in August, 1929, however, the first of the school textbooks based on the pamphlets, and revised in accordance with the valuable criticisms and suggestions made by the hundreds of coöperators, were available for distribution through Ginn & Co., the publishers. This material for the seventh grade first term now includes a pupil's reading book entitled "An Introductoin to American Civilization," the "Pupil's Workbook" for an introduction to American civilization, and the "Teacher's Guide."

Ginn & Co. are publishing in December the material for the high seventh grade, so that schools introducing "An Introduction to American Civilzation" in their low seventh grades this fall may be sure of the books to follow when ready for them. Books for the eighth and ninth grades will appear later.

All those interested in this course in its published form are requested to write for further information to Ginn & Co., 45 Second Street, San Francisco, California.

STRATFORD COMPANY AT THE COLUMBIA

Playgoers of San Francisco who witnessed the brilliant performances last season of the Stratford-Upon-Avon Festival Company will welcome the news that the organization, now on its second tour of the United States, will appear at the Columbia Theater for the holiday fortnight beginning on Monday, December 23. The return of the company to this country is due to the success of the last tour, which was somewhat of an experiment. Upon that visit the company not only achieved a fine artistic triumph, but a fair profit accrued as well. This profit went to swell the funds for the rebuilding of the memorial at Stratford, and the profits of the present tour will also be devoted to that high purpose.

The repertory arranged for the engagement at the Columbia is as follows: First week—Monday evening, "Merry Wives of Windsor"; Tuesday evening, "Romeo and Juliet"; Wednesday matinée, "A Midsummer Night's Dream"; Wednesday evening, "Much Ado About Nothing"; Thursday evening, "Julius Caesar"; Friday evening, "Hamlet"; Saturday matinée, "Twelfth Night"; Saturday evening, "Macbeth." Second week—Monday evening, "King Richard the Second"; Tuesday evening, "A Midsummer Night's Dream"; Wednesday matinée, "Julius Caesar"; Wednesday evening, "Merry Wives of Windsor"; Thursday evening, "Romeo and Juliet"; Friday evening, "Twelfth Night"; Saturday matinée, "Macbeth"; Saturday evening, "Much Ado About Nothing."

After playing the final week of its first overseas tour at Montreal last March, the company returned immediately to Stratford, where it played a spring and summer festival season of twenty weeks. During the period several plays were added to the repertory, under the direction of W. Bridges Adams, and these additional plays are included in the list for the present North American tour.

The cast includes Gordon Bailey, Jack Blight, Roy Byford, William Calvert, Oliver Crombie, C. Rivers Gadsby, Ernest Hare, George Hayes, Noel Iliff, R. Eric Lee, Eric Maxon, Wilfrid Walter, Kenneth Wicksteed, Geoffrey Wilkinson, Miriam Adams, Joyce Bland, Fabia Drake, Dorothy Francis, Maud Garth, Mary Holder, and Olive Walter.

"MEN ARE BOYS AND BOYS ARE MEN," SAYS KIPLING

"Very few men are more than 16 years old when it comes to a pinch. It isn't as if men were original creatures; they are by-products."

Briefly, that was how Rudyard Kipling, the famous English novelist and poet, described men when he was opening a new school here in Surrey, England.

Kipling, among his other epigrams, recoined the old proverb: "The boy is father to the man."

The boys were given much good advice by Kipling. There was nothing of the schoolmaster about him; there was a mellowness and friendliness which went straight to the hearts of the schoolboys grouped around him. He said "You may have noticed there is not much justice in your present world. There is less outside. This will save you all the time and trouble looking for it. Most injustices are not inflicted deliberately, but because people do not take the trouble to think things out."

Thinking gives many people a headache. If they persist in thinking it may cause them to change their minds. So it simply isn't done, you know!

In the case of impersonal justice—that is, say you have not had the credit for something really decent which you have done—consider that you have had, or may hope to have, credit for all sorts of things that you did not do.

Any debt a man thinks he owes himself can very well stand over until all the other debts are paid in full, and standing up for one's rights and not being put upon often ends in becoming a man with a grievance, which is the same as being a leper.

Therefore, when you are tolled off to shoot some sort of tiger (as you certainly will be) try not to choose a man with a grievance as a partner. If his sickness attacks him he will sulk and hang behind, and delay or wreck the work you have set out to accomplish.

It is at school that you are told exactly what sort of a fool you are, and alas, too many men go about the world without discovering that one great fact!

MUSH, BUT NOT SUPAWN

Surely you've eaten fried mush, and hasty pudding, that concoction of corn meal known in some localities as "supawn," from the Massachusetts Indian name?

But there is another mush, a quite different word. "Mush!" cries the hero (or villain) in a motion picture of the great Northwest, and the dogs leap forward, dragging the sled through the heavy snow.

Some weeks ago the Eastern International Sled Dog Derby, at Quebec, put "mushing" in the news. The event was won by Leonard Sepalla, who mushed years ago in historic Nome, Alaska. There followed the Pas Dog Derby, won by Emil St. Goddard.

A mush is a foot march, especially across snow with dogs or dog teams. To mush is to travel afoot, across snow, with dogs.

Mush comes, according to Webster's New International Dictionary, perhaps from "mush on," a cry used to start the dog teams. "Mush on" may have been a corruption of the French "marchons," a word used by the French fur-traders in Canada, comparable to the "giddap" used to start horses.

Where California Began, by Winifred Davidson, published by the McIntyre Publishing Company, San Diego, California. 170 pages, 7x8. Price $1.50. This is an attractive book that gives a great tribute to the San Diego Bay region, its romance, its history, and its development. This section was first in so many things that a book of this kind is really appropriate and deserves an important place among the historical publications of California. It is well written. The poems at the head of the chapters are excellent and the source of material worth while.

The National Association of Audubon Societies announces that through the generosity of its friends it is again enabled to furnish large numbers of colored bird-pictures and leaflets to school teachers and pupils of the United States and Canada. The plan is very simple. Write to T. Gilbert Pearson, President, National Association of Audubon Societies, 1974 Broadway, New York City.

C. F. Weber & Co., located for a number of years at 609 Mission Street, San Francisco, with several warehouses in different parts of this city, has leased the six-story and basement building at No. 650 Second Street, in which building they have concentrated their warehouse stocks and also located the general offices. This will greatly add to the convenience and facility for handling orders, particularly during the rush season. The office furniture department, however, remains in the former location at Second and Mission streets.

H. T. Brooke, formerly the manager of the Phoenix office of Weber & Co., has been made vice president and sales director, and has removed to San Francisco.

The Dictionary of American Biography. Charles Scribner's Sons have given a prominent place to Frederic Lister Burk, first president of the San Francisco State Teachers College and author, lecturer, and promoter of individual instructions in schools. Burk was born in 1862 and died in 1922.

Last fall the Kings County Board of Education, through the county library, placed in each school in the county copies of the first volume of Rugg's "Introduction to Civilization," and Kelty's "Teaching History in the Middle Grades," with requests that teachers familiarize themselves with these books. If the reactions of teachers to the Rugg books are favorable, it is probable that they will be placed in the hands of all pupils of the seventh and eighth grades. Kings County has had for two years a correlated social studies course. One school is now equipped with the Rugg books and the accompanying work books.

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WESTERN SCHOOL NEWS

AN EXTENSION COURSE of far-reaching value to the rural teachers of Placer County has just been concluded. Sixty Placer County rural teachers have received instruction under Miss Mary Ireland, supervisor of music in the Sacramento city schools, in a music method's course using the tentative state course of study in music as a basic text and guide. The quality of music in the rural schools already shows evidence of Miss Ireland's training.

County Superintendent Portia Moss and Miss Arta Bradt, rural supervisor of Placer County, made arrangements with the Sacramento school department for the course, and were enthusiastic members of the class. President Lilliard of the Sacramento Junior College brought a group out to one meeting of the course. President Lilliard is an enthusiast for the fine arts and considers music as the finest of the fine arts. Such coöperation of higher institutions will help to break down the isolation of the rural schools and extend the expert services of subject-matter specialists to rural children.

ON NOVEMBER 15 the people of San Jose voted $1,240,000 for school bonds. The school bond money will be used to make a few additions to the Woodrow Wilson Junior High School, to complete the Theodore Roosevelt Junior High School, to start two new junior high schools, to build a new elementary school in East San Jose, to make additions to the M. R. Trace Elementary School, and to replace certain worn-out sections of the Gardner School.

San Jose is badly overcrowded in two schools, and this bond issue is to wipe out this crowded condition and to attempt to prepare for six to seven years' future growth. One hundred thousand dollars was included in the bond issue for a new high school site, for within a comparatively short time San Jose will need a second senior high school.

THE ELEMENTARY TEACHERS of Yuba County met in conference Saturday, November 16, 1929, at the Marysville Grammar School. The conference is the second held in Marysville since the opening of the schools in September. The meeting was exceptional in that the interest and enthusiasm of the teachers gave evidence of its worth.

The meeting took the form of demonstrations and discussions regarding reading and penmanship. Miss Marie Cuddy, who is demonstrating the method of teaching reading through the new state adoption, gave a most instructive demonstration lesson with fourth grade children, a lesson in teaching phonetics to first grade children, and also a lesson in teaching first grade reading.

Mrs. Etta Mettler, who is demonstrating the new state adoption in writing, gave a most instructive talk to the teachers. Mrs. Mettler made note of the differences in the formation of various letters as compared to the Zaner method, which has been replaced by the new or Freeman's correlated handwriting.

The week of November 11–17—Education week—was observed in the schools of Yuba County, fittingly, through the promotion of and emphasis on education in good citizenship through active interest and practice.

A general observance of Armistice Day with programs and a "know your school" day were held on Friday, November 15, throughout the county, with invitations to parents and friends of education to meet with and visit the schools.

The state fair exhibit of the Yuba County schools was placed on public display during education week.

The teachers' conference on Saturday, November 16, made a fitting close for the educational program and faithful observance of education week in Yuba County.

CURRICULUM COMMISSION

THE CALIFORNIA CURRICULUM COMMISSION met for its regular quarterly meeting at Hotel Huntington, Pasadena, October 4–5, 1929. All members were present with the exception of Miss Julia Hahn, who was granted a leave of absence during the year for study at Columbia University. Mr. Rudolph Lindquist, Assistant Superintendent in charge of elementary education for the Oakland city schools, was asked to serve in Miss Hahn's place during her absence and very kindly accepted the assignment.

The commission took in hand the consideration of the preparation of a course of study for safety education. It was the opinion of the commission that this program of safety education should be one closely related to the school, home, and community life of our pupils, and that all materials which had been presented and used in various schools and communities should be collected and organized for consideration by a special committee that was appointed to deal further with the preparation of the safety education course of study. The committee appointed is the following: Doctor John A. Hockett, chairman; Walter E. Morgan, and Doctor Ira W. Kibby.

A review of the activities of various committees of the commission was considered as a matter of report. A restatement of the responsibilities of the two committees on music was made; it was agreed that one of these committees would particularly take charge of the work in the junior colleges.

The committee on aëronautical education presented a review of its work. The procedure was approved by the commission, the tentative course of study accepted, and the committee authorized to carry on further study. This course of study will be presented for the use of high schools in the state.

A progress report of the committee on character education was presented. This committee is being divided into a northern and a southern section and expects, during the next two months, to make definite progress in its study.

A report from the elementary handwork committee was also presented. This matter is well under way, and within a short time material for the guidance of teachers in primary grades will be available.

The committee on rural school curricula presented a report indicating that it was making considerable progress in that particular field. This committee plans to continue its study of the problem of adaptation of curricula to rural school needs.

A report was made by Doctor Hill and Mr. Ricciardi in connection with the secondary school curriculum survey. The commission agreed that in the rural and in the city secondary schools of the state a curriculum survey should be made; this survey to be worked out through a series of conferences held in various sections of the state where curriculum problems would be discussed under proper direction.

The commission adopted a procedure which is to be the guiding plan for its study of textbooks submitted for recommendation for adoption. The procedure which is to be fol-

lowed by the commission in this respect is here quoted in full:

First—Each individual member of the commission will study each book presented, whether it is a book in his own particular field of special interest or whether it is a book in another field. From his own study he will raise questions and also form an opinion.

Second—Each individual member of the commission will secure the advice and opinion of others to whom he may particularly care to refer in the matter of the study of the book in hand. In this connection, commission members may consider that they may refer to superintendents, course of study experts, specialists, groups of teachers, or principals and supervisors. Commission members may carry on a progressive individual study in this manner with such groups and under such direction as they may choose, guarding always that their procedure be impartial, fair, and especially for the purpose of securing information upon which to base final opinion. It is understood that these personal investigations be confined to the administrative unit in which this member works unless otherwise approved by the commission. It is further understood that all evidence so secured shall be made available to the entire commission for its use before final recommendation of a textbook is made.

Third—The commission may designate a particular group of individuals to whom may be assigned the responsibility of making a special study of a certain text or body of materials presented for the consideration of the commission.

Fourth—In the study of books submitted, the activities of the commission shall be confined to consideration of the complete educational merits of the books.

The commission decided that the material it was about to publish under the title of "A Teacher's Guide to Child Development" be published containing the chapter on reading and the chapter on language. The chairman of the commission was authorized to communicate with those who would be able and available to prepare these chapters and have them immediately proceed in the preparation of the material. The commission was unanimous in the opinion that the "Teacher's Guide to Child Development" should be published as soon as possible, in as complete form and in as excellent style as possible.

Respectfully submitted,
Vierling Kersey, *Chairman.*

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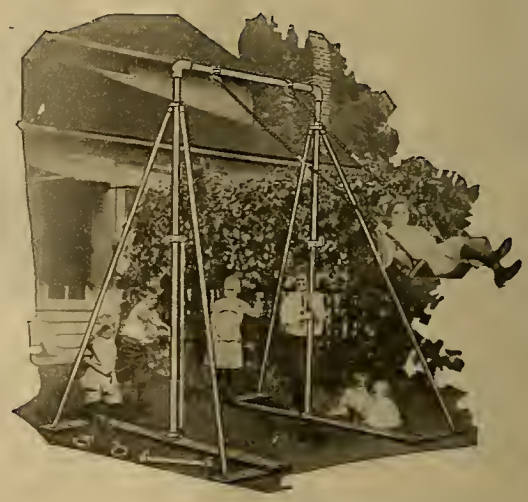

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CHRISTMAS

SAN FRANCISCO

News Letter

SAN FRAN
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Five Fifty Cents

December 1927

© WELLS FARGO BANK & UNION TRUST

This is an illustrated map recently issued by Wells Fargo & Union Trust Co., San Francisco's oldest bank, to show some early activities of the institution. It was prepared by Patterson & Sullivan, and is an interesting example of modern adaptation of the art of the cartographers of the Middle Ages.

THE DESERT, CALIFORNIA
From a painting by John Frost

Courtesy The Stendahl Galleries

"Wizard Island" Crater Lake

Salt Creek Falls Oregon

"Cascade" near Mt. Shasta

Scenes on New Cascade line, Shasta Route of the

SOUTHERN PACIFIC

Golf in an Early Paradise . . .

In quaint and charming Santa Barbara overlooking the Mountains and the Sea, on its own hilltop of thirty acres of gorgeous gardens, serenely sits

"Honeymoon House" **SAMARKAND** *"Garden of Allah"*

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Magnificent New Closed Models

$1195 to $2585 *Here*

CHANDLER is today doubling and trebling its prestige as a result of the enriched style and added power of its new Royal Eights and Sixes for 1928.

Notice how smartly low the beautiful bodies are swung. Look inside. Notice the exquisite richness of every little detail you see or touch. Lounge down in the pillowy cushions and relax. Notice the delightful feeling of armchair comfort.

Take one of these magnificent cars out on the highway and just step on the gas. Feel that bullet-quick get-away—that quiet, silky flow of Niagara-like power.

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"Switzerland of America"

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Winter Season, December 23, 1927, to March 1, 1928

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A night's ride from San Francisco brings you to Lake Tahoe, a playground of ice and snow, with fun for everyone. A well organized program of winter sports including skating, skiing, tobogganing, hockey, sleighing, bob sled rides, snow sculpture, snow shoeing and old fashioned snow ball battles offers to each his favorite winter sport. For the convenience of its guests, Tahoe Tavern has for rent a full line of sports equipment.

COMFORT

The Southern Pacific operates direct pullman service to the Tavern. Trains leave San Francisco in the evening and reach Tahoe Tavern in time for breakfast. Steam heated rooms and cozy lounges with blazing fireplaces offer comfort and enjoyment after hours in the open. Dinner dancing every night. Special balls, Christmas, New Years, Valentine's Day and Washington's Birthday.

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Jack T. Mathews, *Manager*

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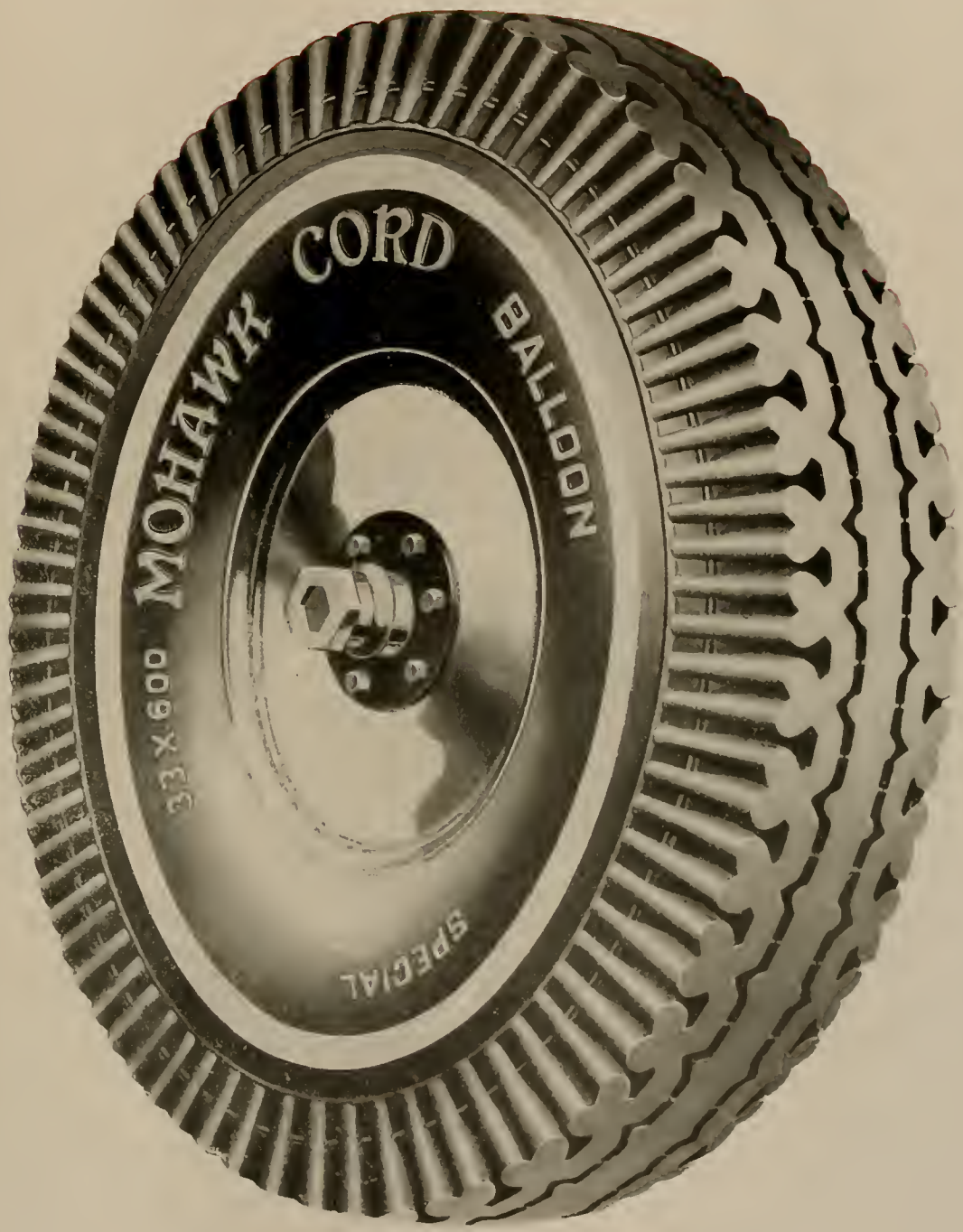

When you elbow your way through the huddle surrounding the gleaming sedan at the curb, you'll probably find that it is not the new Ford they're all admiring, but rather a set of the new Mohawk *Special* Balloons under wheel.

And you'll find those covetous other car owners are asking "*Where* did you get 'em" rather than "*How much* did you pay for 'em."

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S. S. FRANCE

From New York, January 7th, 1928

European shore excursions in charge of: Thos. Cook & Son

Second Cruise, February 8th

European shore excursions in charge of: The American Express Co.

Third Cruise, March 14th

European shore excursions in charge of: En Route Service, Inc.

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When the FRANCE sails anywhere . . . it sounds like the Social Register, or an epicure's convention . . . *your home for a month.* When you land in any of the ports en route . . . French Line guests have the keys of the city. Choose your sailing . . . stop over wherever you like and pick up the FRANCE on her next trip . . . shore excursions arranged by well-known tourist agencies . . . or return via Havre on ILE DE FRANCE or PARIS . . . or stay with the ship for the cruise . . . Round trip, $550.

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Christmas Greetings

By Telephotograph

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Your portrait can be transmitted by wire to distant offices as a "Telephotograph" without material loss in detail. This service is now being thrown open to the public for the Holidays only at a greatly reduced charge, for the purpose of transmitting autographed portraits for Christmas Greetings.

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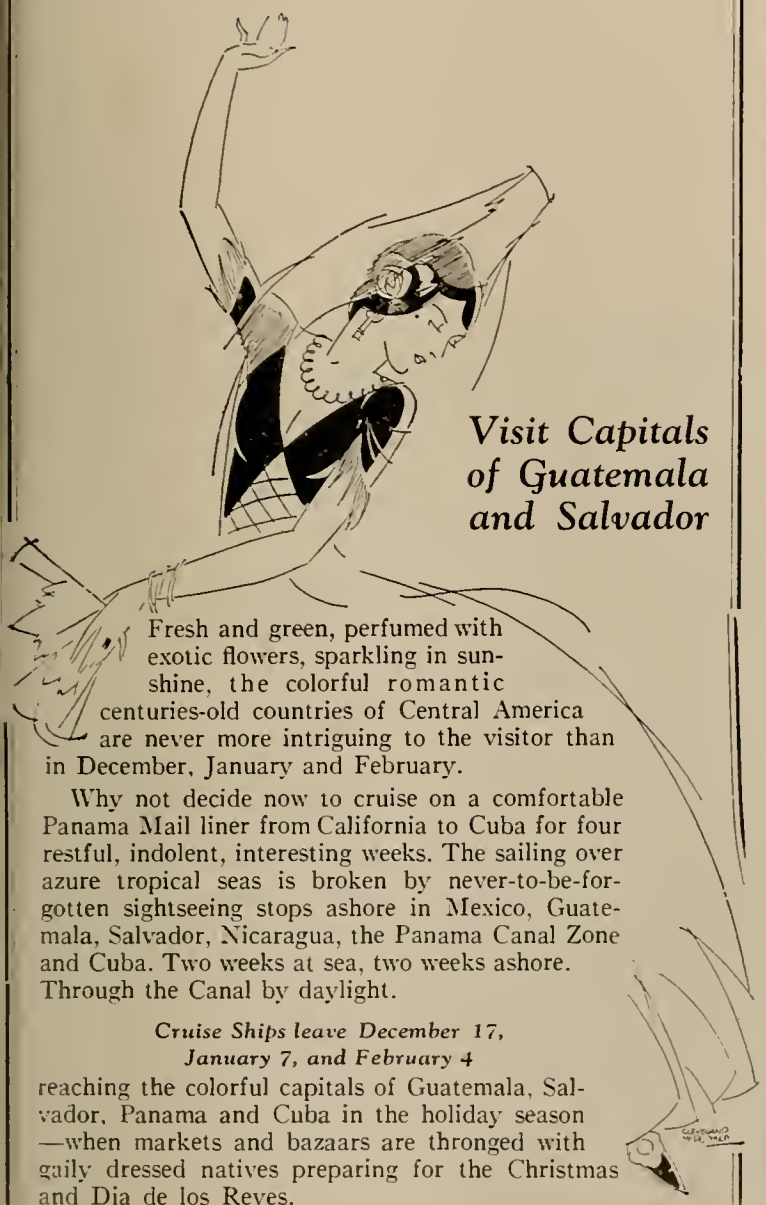

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reaching the colorful capitals of Guatemala, Salvador, Panama and Cuba in the holiday season —when markets and bazaars are thronged with gaily dressed natives preparing for the Christmas and Dia de los Reyes.

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Devoted to the Leading Interests of California and the Pacific Coast

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Vol. CIX | SAN FRANCISCO, CALIF., DECEMBER 24, 1927 | No. 52

A Modern Eve

LEATRICE JOY,
Cecil de Mille player

San Francisco

By
Eva Riehle

I saw you first at midnight, from the Bay
And, spell-bound, caught my breath in ecstacy;
Like jewelled fairy-citadel, you lay—
Unrivalled queen of all the western sea.

* * *

I walked your streets, and felt your pulses stir
With vanished heartbeats of impassioned souls.
I heard the muffled echoing of feet,
That stumbled onward toward illusive goals.

* * *

The Padre's blessing—and the gambler's curse
Are intermingled in your memory;
Calm fatalism of the Orient,
Hot blood of sunny Spain and Italy;

* * *

The stoic Redman's dignity and poise,
The smould'ring fire of swarthy Mexico;
Brawls, brothels, death—peace, Missions, life, to all—
Your birthright and your heritage you owe.

* * *

Indelible the pattern these have wrought,
Deep-cut the scars—as deep, the beauties traced;
Time, like some artisan with running hand
Has dyed in colors not to be erased.

* * *

Though you may choose to sparkle, drenched in sun,
When elements are all in perfect tune,
Or, like some butterfly of brilliant hue,
Sleep quietly within your fog cocoon—

* * *

No matter what the costume you may wear,
Or what your mood, if gale-swept or in tears—
There is no masquerade that can conceal
The Gypsy glamour of your yesteryears.

Trade Between Occident and Orient

By Paul Shoup

Mr. Paul Shoup
Executive Vice-President
Southern Pacific Company

Today we are witnessing the beginning of a shift in the balance of international trade. A developing spirit of nationalism among races of the Far East; a period of prosperity unusual in history, and reflected throughout every distant place contributing raw materials to our industrial demands; a rising scale of living throughout Oceanica and the Orient; the increase in American exports in industrial products; these are accelerating the trend of world trade from the Atlantic to the Pacific.

Europe is of first importance and during the fiscal year 1926-27 led the territorial grand divisions affording the United States favorable trade balances with a total reading $1,328,600,000, principally in foodstuffs.

But the great growth of trans-Pacific commerce surpasses that of any other change in national trade. In 1913, the last normal pre-war year, our exports and imports to Oceanica and the Far East totaled approximately $462,000,000 and represented under seven per cent of our total exports and less than twelve per cent of our total imports.

Our business with the Far East last year amounted to $2,215,000,000, or 14.6 per cent of our total exports and 30 per cent of our total imports. Nowhere has trade increase been so rapid, nor so at odds with pessimistic trade predictions current immediately following the world war.

Political disturbances in China have interefed with our trade with that nation. To some the situation seems permanently set against us. But it is fair to assume that China, with her ancient and deserved reputation for common sense in industry, will emerge politically as well. Industrial development will enlarge purchasing power throughout the Orient, and should tend to create new and profitable markets for all types o fAAmerican machinery. During 1926 our trans-Pacific exports of machinery already had reached a total of $72,000,000.

The Pacific Coast will participate more and more in the benefits of trans-Pacific trade as industries are developed along its shores. At present local markets absorb the bulk of our manufactured products; but all signs point to a general ncrease of Pacific Coast manufacturing which in turn will favorably affect our foreign commerce.

Our opportunities in Latin America, where foreign trade organizations were soundly established before the United States had gained more than a foothold, continue to multiply. In the fiscal year 1926-27, our trade with these nations was $1,919,000,000, nearly 21 per cent of our total foreign trade. Here, too, commercial development since the World War has been amazingly successful, and our trade outlook has become almost unlimited.

To be permanent, national prosperity must be increasingly based upon foreign trade, and it is obvious that, for the Pacific Coast, this trade will be conducted across the Pacific. In its development railroads will undoubtedly play an important part.

The railroads, bringing new industries to the Pacific Coast and carrying to established industries raw materials to be fabricated for export, will continue to contribute largely to the upbuilding of local export trade.

For some years past Southern Pacifi's Industrial Department has been attracting to the territory served by its Pacific Lines an average of more than 500 new industries annually. Last year the total so established reached 532 industries.

The building of an industrial empire upon the Pacific Coast is assured. It awaits only the growth of population and the development of local markets, and these will come more rapidly than many people are disposed to believe. It is safe to forecast that the immediate future of trans-Pacific trade will be satisfactory.

San Francisco's Sky Line and Water Front.

Foreign Trade

By E. W. Wilson

President Foreign Trade Club of California

An exposition, sponsored by the Foreign Trade Club of California, which should have been as significant to California as Armistice Day was to the world, opened in the Civic Auditorium on November 11th last, and closed November 20th. This exposition promises to be an annual trade and educational feature, so it was announced by William D'Egilbert, director general of the show.

Two hundred thousand persons passed through the doors of the Auditorium during the ten days of the exhibit, ten thousand of whom were school children, eager to take advantage of what the exposition had to offer along educational lines. There were one hundred national exhibits displayed in this "Show Window of the World," as it has been called.

In this connection, I may refer to a prediction which I made in an article which was published a number of years ago, in the Bulletin of the California Bankers Association, to the effect that with the output of Western farms and factories increasing at a record-breaking rate, we would be confronted with a most vital problem—the sale of a larger share of our productions abroad, and that unless some of our acres were to lie in idleness, unless many of our industrial plants were to operate part-time, we should be impelled to gain and hold additional markets over-seas.

What our people require is wisdom to see the opportunities beyond the confines of our own country. A Western statesman once advised President Wilson that in his selection of Cabinet officers he should name only men who could "see across the Potomac River."

Now, here in California, our wisdom should reach across the Pacific and we should be able to view clearly the possibilities that belong to California, if we are to make the most of our strategic situation.

The need for a broader outlook on the part of local manufacturers, the realization that the peril of over-production will loom larger and larger on our economic horizon, was the incentive for the Foreign Trade and Travel Exposition which has but recently taken place.

Local manufacturers, exporters and importers, made representative exhibits at this Exposition. There were displays of products of Japan, China, Dutch Indies, Philippines, Hawaii, Australia, New Zealand, India, Mexico, the picturesque South Sea Islands and various countries of Central and South America.

Transportation companies presented special programs and events featuring the romance of world travel and the ease and pleasure with which it may be obtained. Daily programs of entertaining as well as instructive nature were given; the forenoons and afternoons of each day were given over to groups of students from universities and high schools, so that they would have opportunity for the studies of exhibits under the most favorable conditions.

Products not only of our own country, but those of foreign countries were shown at this exposition, for as "Pacific Commerce" so aptly phrased it: "No one can fail to perceive that the healthy advancement of foreign trade requires buying as well as selling, for in the long run, unless we buy from others what they can produce or manufacture better or cheaper than we can, they will not be able or willing to buy from us what we can produce or manufacture better or cheaper than they can.

"Foreign trade is a reciprocal affair; the more we buy from those countries to which we wish to sell our products, the more of these products of ours they will be able and inclined to buy. Thus, the growth of our exports depends vitally on the increase of our imports."

In this regard, Governor Young of California said: "I heartily commend the efforts to assemble the interests of the Pan-American countries in the Foreign Trade and Travel Exposition; I am confident that the result will amply justify this splendid enterprise."

Major E. L. Tilden, president of the State Board of Harbor Commissioners, declared: "With world-wide trade moving from old centers and the great development of commerce taking place on the shores of the Pacific, movements such as represented by this exposition are destined to attract widest interest."

Even the most ambitious enterprise may, perhaps, fall a little short at its inception, but there is every reason to believe that the Foreign Trade and Travel Exposition, which is to be held annually in San Francisco, should improve each year as the truth is brought home to the manufacturers and business firms of this part of the world that the foreign and local importer and exporter must be brought closer together, for the fortune of each is dependent upon the other.

To those vitally interested in this phase of the business world, the following articles by various Consuls resident in San Francisco should have a strong appeal.

Costa Rica

Her Economic Conditions

By Julian Irias, Jr.

Consul General de Costa Rica

A COUNTRY of great natural riches, which to a large extent are not as yet exploited; that can well be proud of the fact that it has more teachers than soldiers, probably the only instance of this sort, the world over; whose inhabitants are traditionally peaceful and laborious, directing their activities toward progress with the aid of government, guided by the true policy of continuous maintenance of public welfare. Thus can be described, briefly, the Republic of Costa Rica, located in the southern end of Central America, between the Panama Canal and the proposed canal of Nicaragua.

Notwithstanding that the country up to the present time has only developed a small part of its producing capacity, especially so far as manufacturing is concerned, it already occupies the fifth place among the Latin American countries for its foreign trade in proportion to the number of its inhabitants.

According to statistics of 1926, the United States of America was our chief supplier, our American imports amounting to 55.73%. The United States also appear as our second buyers, consuming 40.31% of our exports; the United Kingdom being the leading consumers of Costa Rican products.

Even though the largest volume of our trade with the United States so far has been with the Eastern markets, due principally to the fact that the largest industries are located in that part of the country, and also because of greater transportation facilities through the Atlantic, we can be assured that it will not be too long before our trade with the Pacific Coast will be equal—if not larger—to that of the Eastern Coast. The following circumstances will back such a statement:

1. The electrification of the "Ferrocarril al Pacifico" (Pacific Railway), towned by the nation, and also the construction of a dock at Puntaranas, western port, suitable for mooring ships of large capacity.

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"Paseo de la Guerra"
Santa Barbara, California

From a painting by
Mrs. Wolcott Tuckerman

Stratford-on-Avon, Warwickshire, England. Holy Trinity Church, where William Shakespeare is buried.

Warwick Castle, Warwickshire, England. A splendid example of Mediaeval Architecture.

Recent Development in British Trade

By Gerald Campbell
British Consul General

Gerald Campbell,
Consul General to Great Britain

EVER since the Armistice Great Britain has been tackling a whole series of new problems in her endeavor to stage a come-back under new conditions, social, financial, and economic, and it is satisfactory to note that, underneath the din of publicity and oratory devoted to doles, debts and disturbances, she has been accomplishing a lot of useful, but unsensational, spade work.

A certain change in methods from pre-war times is being revealed, and it would especially interest Americans to know something of the manner in which technical science is being applied, or is about to be applied, to actual industrial production, as also of the trend now-a-days towards greater publicity, though I do not know whether the point has yet been reached where it can be called "regular boosting"!

Take, for instance, two institutions of comparatively recent creation, whose rapid growth is proof of their timely usefulness,—the British Industries Fair and the Empire Marketing Board.

The former of these, an annual Fair dating back to 1915, is held simultaneously in London and Birmingham towards the end of each February and beginning of March, with the express purpose of introducing producers to buyers and buyers to sources within the British Empire of the goods which they require; the aggregate business done each year during these two weeks is now calculated in the millions of Pounds. The London section, alone, was visited in 1927 by 74,462 buyers from 61 different countries and, so eagerly do producers welcome the opportunity of displaying their wares to the profession, that five months before the 1928 Fair is due to open, 345,000 square feet of space have already been rented, while in Birmingham, new halls have had to be built to house the prospective exhibits.

The Empire Marketing Board is a young child just over a year old presented at birth by its parents, the British Government, with a guaranteed fund of one million Pounds per annum. Its motto might well be "Buy Imperially", and its present scheme of life is, secondly, to advertise Empire goods both in the press and public places and by displaying Empire foodstuffs at various exhibitions and, firstly, to develop visible and invisible resources of the Empire by making grants for research into various fields ranging from co-operative marketing and transportation to animal husbandry, and the keeping quality of fruits.

It may be asked what all this has to do with the United States of America, and part of the answer is to be found in the recent observation, attributed to Dr. Julius Klein, to the effect that the intensive exploitation being carried on in economically new lands, with a view to repairing the havoc of the war and remedying unemployment, is already having its influence on American trade, while he hinted at a possible decline in United States exports of cotton, cereals, etc., together with a tendency on the part of the Dominions and Colonies to buy their farming and road-making machinery in Great Britain instead of in this country. That is only natural but, in the long run, any nation which helps to open up hitherto unexploited resources is eventually a benefactor to the world in general, as witness the unforeseen vastness of the results of the construction by British capital of many of the trunk lines of the United States.

Sulgrave Manor, Northamptonshire, England. The ancestral home of George Washington.

Even now statistics show a healthful increase with the Colonies in this trade, for, whereas in the first six months of 1913 the Empire share of exports from Great Britain was 37 per cent, it has grown to 43 per cent in the same period of this year, Australia alone with only 6 million inhabitants taking today 9.5 per cent of total British exports. It is small wonder that Great Britain aims to reciprocate with so good a customer who happens, also, to be of her own close kith and kin, and it is the same thing with other members of the British Commonwealth of Nations who all desire an assured market in Great Britain for their primary products.

It is just another turn in the wheel that we are giving, the same wheel that has brought you to the point where, in your turn, you are able to devote your energy to the development of other fields and other great spaces than these United States. This is competition of the healthiest kind and competition is the tonic which most nations require at this period of their convalescence.

Japan's Trade with America

By Ichitaro Shibata
Acting Consul General to Japan

Mr. Ichitaro Shibata
Consul for Japan

Since the opening of Japan by the historic visit of Commodore Perry, in 1853, that country's foreign trade has made remarkable progress. In 1868, the year in which the Emperor Meiji ascended the throne, the imports and exports representing Japan's entire foreign trade amounted to only 26,000,000 yen, but ten years later, in 1878, its volume had nearly quadrupled, reaching the sum of 98,000,000 yen. This rapid increase was maintained until it amounted to the relatively enormous sum of 382,000,000 yen in the next two decades, while in 1905, it had more than doubled in amount, reaching a total of 800,000,000 yen, notwithstanding the depressing effects of the Russo-Japanese war.

By the expiration of another decade, in 1916, the total amount of Japanese foreign trade had attained an aggregate of 1,900,000,000 yen and within the next ten-year period, in 1926, including those of Korea and Formosa (260,000,000 yen), the total amount had broken all previous records by reaching the tremendous sum of 4,682,000,000 yen.

Japan's exportation of commodities at the beginning of her foreign trade was chiefly limited to raw materials and certain unfinished products, while the imports from other countries were mostly manufactured goods. But owing to the rapid industrialization of Japan, this state of affairs has been completely reversed by the exportation of manufactured goods and importation of raw materials and foodstuffs to supply her factories as well as to provide for her own population's needs.

Let us now consider Japan's trade with the United States. About sixteen years ago, in 1911, our trade with this country had already reached the significant sum of $115,000,000. Five years later, in 1916, this was almost doubled, attaining a total of $222,000,000, which was about 23% of the entire foreign trade of Japan. Again, within a period of another five years it had grown to the amazing sum of $486,000,000, while it developed to a still larger amount by 1926, totaling $660,000,,000 which was slightly more than 28% of the country's entire foreign trade.

Among the staple goods imported into the United States from Japan at present, there is no question as to the importance of silk as compared with any other. The export of this valuable product in 1926 amounted to $355,000,000 and was followed next in order by silk fabric, $13,000,000; potteries, $6,500,000; tea, $5,500,000; food-stuffs, $4,000,000; waste and floss silk, $3,700,000; menthol crystals $3,000,000; brushes, $2,200,000, etc

On the other hand, the chief commodity now imported into Japan from America is raw cotton, valued at $158,000,000 annually, and next in order comes lumber, $42,000,000; machinery and parts thereof, $21,000,000; iron (bar, rod, plate, sheet, wire, tube, etc.), $15,000,000; wheat, $12,500,000; automobiles and parts thereof, $6,500,000; sulphate of ammonia (crude), $4,800,000; kerosene oil, $4,300,000; petroleum benzine oil, $4,000,000, and leather, $2,000,000.

In contrast with the foregoing facts, it is suggestive of how important a part the American side of the Pacific plays in Japan's foreign trade. This is readily seen from the following figures:

In 1925, American foreign trade on the Pacific Coast amounted to the large sum of $954,000,000, of which $600,000,000 was with Japan. Again, in 1926, Japan's share ran up to $660,000,000, which is about 60% of the entire American foreign trade on the Pacific Coast, aggregating $1,065,000,000. Of course, we must admit that in this volume of trade with Japan there is included such staples as raw silk, silk fabrics, potteries, tea, etc., which, as soon as unloaded from the steamers at ports on the Pacific Coast, are immediately shipped to the various large cities in the Eastern States, but at the same time we are fully assured of the great importance of the Pacific Coast in respect of its commerce and transportation, now and in the future, with America's far Eastern neighbor, Japan.

Magnificent Mount Fujiyama

Trade Between Germany and California

By Emil Wiehl
Consul General of Germany

Emil Wiehl.
Consul General of Germany

Germany is next to England the best customer of California amongst all European nations. It buys from here chiefly raw materials (cotton, copper, zinc, lumber, petroleum), and foodstuffs (fresh, canned and dried fruit, vegetables, condensed milk, barley, wheat), whereas it exports to California mainly chemicals, seeds, toys, china, steel and iron manufactures.

Trade between Germany and California has considerably increased in recent years and is still increasing. Germany's export to California has about doubled in 1926 as compared to 1914; California's export to Germany was more than six times as much in value in 1926 than it was in 1914. The figures are about two million dollars worth of exports from California to Germany in 1914, and more than twelve million dollars worth in 1926. These two million dollars in 1914 had been about 2% of California's total export to foreign countries; whereas the twelve million dollars in 1926 were more than 4% of the total export. California has, therefore, increased its export to Germany not only absolutely, but also relatively in comparison with its exports to other countries.

On the other hand, the figures of the export of Germany to California are about three million dollars worth in 1914, and about six million dollars worth in 1926; but the three million dollars in 1914 were about 4% of California's total import from foreign countries, whereas the six million dollars were only about 2% of the total import; therefore Germany's export to California has increased only absolutely, whereas relatively in comparison with what other countries imported to California, its share has decreased.

And further, in 1914, the trade balance of Germany with California was to the advantage of the former with three million against two million; whereas in 1926 it was against us with twelve million against six million.

Unfortunately it is the same with the general balance in our foreign trade. In 1914, our imports and exports were about equal; 1927 showed during the first six months an adverse balance of about 2 billion marks, or about 476 million dollars.

Under these conditions Germany is, of course, very anxious to develop and increase her foreign trade. She is bound to do so all the more in view of the heavy and still increasing payments she is obliged to make for reparations. Since the adoption of the Dawes plan on Sept. 1st, 1924, Germany is paying annual amounts which increased from 1000 million marks, or 238 million dollars, to 1500 million marks, or 357 million dollars, for the last year. During the current year they will be 1750 million marks, or 417 million dollars, and from Sept. 1st, 1928, on they will increase to 2500 million marks, or 595 million dollars, every year for an indefinite period. Up till now all annuities have been paid punctually and to the last cent. Our economical production has been re-established, largely with American financial assistance, our factories are working, our industries, our railways and our taxes are furnishing at present the necessary surplus for these payments. The German Government and people are willing to go on with them to the best of their ability. But all the experts agree that in the long run these payments, without ruining, again, Germany's economical life, can only be made if our foreign trade is not only outbalanced but gives us a large surplus to meet these obligations with.

Bremen, City Hall and Roland Monument

As to our trade with California, there are many things Germany would like to buy in larger quantities from here. The German people could, for instance, absorb much more of California fruit, and on account of the coming development of motor transportation in Germany, there will be an increased demand of gasoline in the near future. But, of course, in view of the heavily adverse trade balance, Germany will only find it possible to buy more from California if California would also buy more from Germany.

I hope that the Pacific Foreign Trade and Travel Exposition and its continuation in years to come will bring about this development and increase of trade and travel between the two countries.

Panama an Ideal Place for Investment

By E. de la Guardia, Jr.,
Consul-General of Panama

E. de la Guardia

As the Pacific Foreign Trade and Travel Exposition closes, Panama faces one of the greatest periods of accomplishment in its entire history. Evidence of what is going on there may be gathered from the fact that the United Fruit Company is investing five million dollars in the Province of Chiriqui to raise bananas. They are entering their new field of operations to the extent of establishing an intercoastal steamship service between the Panaman ports of Armuelles and Balboa, as well as a direct service in the Pacific between the Canal Zone and San Francisco. The time is not far when the people of California will be consuming weekly more than 50,000 bunches of Panama bananas.

But this is only one of many important enterprises that are at present being initiated in the Isthmian Republic. Mr. Enoch John Hooper has undertaken to construct a railroad in the Gatun Lake Region; the National City Bank of New York is putting up approximately $150,000.00 in the erection of a building in the city of Panama to house its business there; a well known engineer and capitalist, Mr. Minor C. Keith, has already spent several thousand dollars in a project which will require an investment of $600,000.00; the William H. Smith Co. of St. Louis has submitted to President Chiari a $7,000,000.00 scheme to make Panama a free port of entry; and the Government is building docks in the ports of Aguadulce and Armuelles at a cost of over $300,000.00.

Large amounts of capital have gone and are still going into the creation of new industries, and agricultural production is being stimulated in several ways. Building construction programs in the city of Panama, together with the expenditures attendant to the laying out and improving of land for building, will necessitate more than $4,000,000.00. That city has almost doubled in size in the last five years.

The story of Panama's independent life is a wonderful story of growth, of sheer, amazing growth. Panama is an ideal place for investment, and it never was more so than at present, when the growth which characterizes its life is more promising than ever. To invest in a growing community is to invest wisely. The ambitious Californian seeking an outlet for his idle funds cannot overlook Panama when going into the foreign field.

Old Panama

Bolivia and Its Resources

By Huscar Velarde
Consul General

Mr. H. Velarde,
Consul General to Bolivia

With the occasion of the Foreign Trade and Travel Exposition, I desire to contribute to a better knowledge of my country by publishing the following data showing the opportunities which Bolivia offers to American capital.

In Bolivia, on account of its varied climate and soil, practically all agricultural products can be raised, from potatoes, wheat, corn, and cotton, to coffee, rice, cacao, sugar cane, and tropical fruits, which grow spontaneously, without need of fertilizers.

RUBBER—Between the years 1895 and 1925 Bolivia exported 100,043 metric tons of rubber, which was of a superior quality.

The principal industry of Bolivia, however, is mining; because of its geographical position it is a nucleus where great mineral wealth has been concentrated

ZINC—Bolivia is the only country of South America that produces zinc. In 1925 it exported 6,210 metric tons with a value of $575,555.60.

TUNGSTEN—Bolivia has great natural deposits of tungsten, and in 1918 the value of the metal exported reached $3,922,751.48 (3,418 metric tons).

NICKEL, MOLIBENITE, VANADIUM, and other rare metals are also found in quantity.

PETROLEUM—American corporations have discovered petroleum, and "The Standard Oil of Bolivia," and "The Bolivian Development Co." have acquired concessions of 3,000,000 of acres. The first of these has already eleven complete wells in operation and twelve in preparation.

SILVER—The Cerro of Potosi alone produced during the Spanish Colonial period 3,667,968,000 troy ounces of silver, worth $2,433,750,000.

GOLD—"It has been calculated by competent authorities," says the London Times, "that during the last three centuries Bolivia has contributed £650,000,000 or $3,163,875,000 to the world's production of gold." (Exchange $4.86¾).

(Continued on Page 38)

Colombia

By Alvaro Rebolledo, Consul General of Colombia

The famous old Inquisition House, Cartagena, Colombia

LOCATED at the very gates of the Panama Canal; with extensive coast-lines on both the Atlantic and the Pacific oceans —an unique distinction among the South American countries—; possessing a territorial extension twice the area of Texas with a variety of climates capable of nurturing the vegetation of every zone, the Republic of Colombia, after having completed twenty-five years of unalterable public peace, is gaining rapidly the prominent place in the family of nations to which she is entitled for her inexhaustible natural resources and is, therefore, attracting the attention of the financial world to her steady economic progress.

Colombia's Foreign Trade

Colombia's foreign trade amounted in 1926 to $216,000,000, it having been doubled in the short time of five years. The prosperity of Colombia is closely tied to the United States with which about 65 per cent. of our total trade is made, amounting in the last year to $140,000,000. "Colombia," says Doctor Julius Klein, Director of the Bureau of Foreign and Domestic Commerce, Washington, D. C., "has replaced Chile as our third ranking market in South America, next after Argentine and Brazil."

Coffee constitutes over two-thirds of our total exports. The output amounts to 2,500,000 bags with an estimated value of $80,000,000. It equals the production of Mexico and Central America combined. About 80 per cent. of the Colombian coffee comes to the United States, mostly through New York, although San Francisco and New Orleans are receiving a good share of it. Over 270,000 bags of our coffee, with an estimated value of $10,000,000, were imported in San Francisco during 1926, and it seems that imports during the current year will exceed that amount.

Precious metals, such as gold and platinum, rank second in importance among Colombia's exports. Gold mining was the only mining activity of the country until our production of platinum, stimulated by the demand during the war period, increased to the extent of supplying two-thirds of the world's output.

Bananas form another important item in the exports, averaging annually $5,000,000 and giving Colombia the first place as producer of this fruit.

Emeralds are the only precious stones of commercial value in Colombia. Emerald deposits constitute a government monopoly and the stones, which are reputed to be the finest of the world, are distributed to the market through a well-known firm at Paris.

Wealth in Oil

A pipe-line for oil transportation was completed in last May, and in July the first shipment of crude oil was made from the country. This pipe-line is 325 miles long and has a carrying capacity of 30,000 barrels a day. Tankers are coming regularly to Cartagena for the oil transportation to the United States. The Colombian production in 1926 was 6,500,000 barrels; but an advance estimate for the current year gives the production at 14,500,000, thus giving Colombia the second place as producer of petroleum in South America. This industry is also contributing to the rapid development of Colombia.

Republic of Haiti

By B. C. Bremer, Consul General

B. C. Bremer, Consul General

HAITI, a Republic in the West Indies, is on one of the most fertile islands of that group. Its area, about one-third of the total of the island, is approximately 10,200 square miles, with a population estimated at 2,500,000.

The island is extremely mountainous, with peaks reaching altitudes of nearly 900 feet and is resplendent with beautiful scenery. At Port au Prince the mean temperature of July is 84° F. and that of January is 75°. The nights are always cool as the temperature usually drops about 10° below the corresponding day temperature. The hills, which surround this city, covered with forests, offer their shady retreats to the foreigners who may be oppressed by the summer heat. Here, as at Furcy, the temperature is at times as low as 40° F.

Three regular passenger steamship lines from New York touch Haitian ports. The distance between New York and Port au Prince is approximately thirteen hundred miles and it takes the average steamer about 5 days to make the run.

Port au Prince, the capital and the largest city of the Republic, has a population of approximately 185,000. The harbor is naturally protected, with an ample depth to permit ocean-going steamers to go alongside a wharf 326 feet long. The city is equipped with up-to-date comforts, well-paved streets are supplied with electric lights; there are numbers of fine public buildings, hotels, hospitals, etc. Two railway lines, one to St. Marc and the other to the Cul de Sac, a rich plain to the eastward, have their terminals in this city. Splendid roads of a total length of 635 miles, give an opportunity to automobile tours all over the picturesque country. (Continued on Page 38)

Brazil

By L. M. Hoefler, Consul for Brazil

L. M. Hoefler, Consul for Brazil

The Republic of the United States of Brazil has an area of 3,276,358 square miles, exceeding that of the United States of America, exclusive of Alaska, and has a population of 35,000,000. Its constitution is similar to that of the United States of America, there being one Federal and 20 State governments.

The country has three climatic zones—the tropical (equatorial), the sub-tropical, and the temperate, extending southerly from the Tropic of Capicorn. Its principal products are coffee, rubber, cotton, herva-mate, cocoa, sugar, tobacco, timber, nuts, fibers and cereals. Its mineral wealth consists of gold, iron, manganese, copper, petroleum, pit-coal, besides diamonds and precious stones of all kinds. Immense forests produce the finest hard woods and other timbers. Great herds of cattle are raised on its vast and excellent pasture lands. Hardly more than one per cent of its exceptionally fertile soil is as yet under cultivation. Nevertheless, Brazil supplies four-fifths of the world's consumption of coffee, is second in production of cocoa and Indian corn, third in tobacco, fourth in sugar, fifth in cotton, eighth in rice, and tenth in wheat and potatoes.

The country has an extensive net-work of railways and many navigable rivers, including the Amazon. Many of these contain wonderful waterfalls and rapids, and have unexcelled possibilities of hydro-electric power.

Brazil, with its territorial immensity and amazing natural riches, offers to foreigners a vast field for activity. The census of 1920 showed a foreign population of only 1,500,000, comprising Italians, Portuguese, Spaniards, Germans, Austrians, Poles, Turko-Arabs, Japanese, and others. Immigration is encouraged.

The capital of the Republic is Rio de Janeiro, with over 1,500,000 inhabitants. Other cities of over 100,000 inhabitants are Sao Paulo, San Salvador (Bahia), Recife (Pernambuco), Belem (Para), Porto Alegre, Juiz de Flora, Campinas, and Santos.

The chief exports to Brazil from San Francisco are preserved and dried fruits and vegetables. The main import is coffee.

Lower portion of Santos Harbor. Santos, the largest coffee port in the world, exported last year to the Pacific Coast over 483,000 bags of coffee.

(Courtesy McCormick S. S. Co.)

Serbia

By S. Y. Yovanovitch
Consul of the Kingdom of Serbs, Croats and Slovenes

The Kingdom of the Serbs, Croats and Slovenes, called in the press sometimes Jugoslavia and sometimes Serbia, is situated in the south of Europe, between the Adriatic and the Aegean, and has a population of 13,000,000 on an area of 250,000 sq. km. By race, the people are Southern Slavs, and their language is akin to that of Russians, who are Northern Slavs; by religion, they are mainly orthodox and Catholic. During the last fifteen centuries they have been living separately and, sooner or later, almost all of them fell under the dominion of Austria-Hungary and Turkey. The fight for independence started in 1800, to finish only after the World war, when they all united in one state.

The great majority of the people, 75% at least, are occupied in agriculture (cereals, tobacco, wine, fruits) and cattle breeding (horses, sheep, pigs, oxen). A wonderful fertility of the soil—some parts of the country have been known, for a long time, as the granary of Europe—is probably responsible, in certain measure, for the slow development of the different industries, though many of them are beginning to grow rapidly: leather, textiles, sugar, paper. Two of them, at least, are going to have a splendid future—the timber industry and the mining industry. One-third of the whole area is under forest (oak, beach, pine), and there are all kinds of minerals, in particular, coal and iron.

The main articles of exportation are cereals and timber (1,950,000,000 Dinars), and the main articles of importation are cotton, woolen goods and iron products (3,105,000,000 Din.).

Italy and Austria take 46% of our exportations, and 53% of our imports come from Italy, Tchecoslovaque and Austria. The commerce with the United States is still carried on, on a small scale, due to a certain extent to the depreciation of the Dinar after the war. Imports of American goods in 1926, amounted to 309,271,000 Dinars (industrial and medicinal plants, vehicles and machinery), and the exports to the United States amounted only to 50,000,000 Dinars (soil, stone, forest products).

From the tourist's point of view, the Dalmatian coast,

(Continued on Page 38)

Norway

By C. F. Smith
Consul General to Norway

C. F. Smith, Consul of Norway

The trade between the United States and Norway has undergone important changes since the outbreak of the great war. The value of the imports from the United States into Norway increased enormously during 1919 and the following years, while Norway's exports into this country have not developed with the same rapidity. However, the balance of the trade between the two countries during the last years have shown very satisfactory results. The value of the imports into Norway from the United States was $26,199,708, in 1925, while Norway's export into the United States in the same year amounted to $23,289,084. In 1926, the amounts were $24,880,427, and $25,076,365 respectively.

It will be seen that the balance of Norway's trade with this Coast has been in her favor during the last years, but the trade itself is not sufficient. Every effort should be made to have it reach higher figures.

For the information of San Francisco importers and exporters, I beg to mention some important articles in the foreign trade of Norway. For import from Norway: Herring, anchovies, stockfish and klipfish, mackerel, canned goods, condensed milk, natural mineral water, cheese, herring meal and fish meal, codliver oil, and whale oil, hardened edible fat, hides, mechanical and chemical wood pulp, all kinds of paper, matches, hemp cordage, granite, iron ore, pyrites, cement, nitrate of lime, sodium nitrate, ferro silicon, aluminum, paint and scrap iron.

For export to Norway: Rye, barley, corn, wheat, wheat flour, dried and canned fruit, coffee, sugar, tobacco, linseed cakes, cotton, wool, manufactured wool, cotton and silk, mineral oil and gasoline, coal, sulphur, phosphates, pig iron, sheet iron, wire, automobiles, trucks, ships, etc.

"Christianshorg" built on the site of the old Royal Castles of Copenhagen. It contains the official reception rooms of the King and is the home of the Danish Parliament.

Olso, Capital of Norway (formerly Christiana). Taken from the Heights of Egeberg.

Denmark

By J. Rechendorff
Acting Consul of Denmark

Fin Lind
Consul in Denmark

Denmark ranks in population as the second largest of the Scandinavian countries with three and one-half million inhabitants. Its area, including the Faeroe Islands, is 16,600 square miles (44,326 km2, or about 8000 inhabitants per 100 km2).

Like other Scandinavian countries, Denmark remained neutral during the World War, but the great readjustment that took place in Europe nevertheless had a direct effect on the country, the Danish part of Northern Slesvig, which had been ceded to Germany in 1864, being given back to Denmark as part of the reorganization that was created by the Treaty of Versailles, June 18th, 1919.

The most important agricultural export articles of Denmark are butter, eggs and bacon. The greater part of these products go to England, but on account of their high quality, they are also in demand in other countries.

It is not by mere accident that Danish agriculture has succeeded in establishing its excellent reputation abroad, but as the result of many years of intensive labor and effort to create a rational basis for the production of quality goods. Through breeding centers and prizes for animal husbandry, good and profitable breeds have been developed. Through Controlling Associations care is taken that the production is of the best quality and by means of a highly developed co-operative system there is provided a quick and effective turn-over. However, Denmark is not only a country of agriculture. During the later years important Danish industries have been developed, producing both for home consumption and for export. The progress in the industrial export is mainly due to the foodstuff industry, especially condensed milk, the manufacture of cement and different articles from the iron and metal industry, i. e. — agricultural machinery, motors, electrical apparatus and batteries, etc.

Mexican-American Relations

By A. Lubbert
Consul of Mexico

I have been asked to say a few words on the subject of Mexican-American relations.

Unfortunately for my country very little is understood in the United States of the great problems which confront Mexico.

Relations between the United States and Mexico must be established if they are to be friendly and permanent, on a spirit of sympathetic understanding; understanding not only on the part of the United States of the problems of Mexico, but also on the part of my people of the fact that Americans that go to Mexico do not necessarily go there for the purpose of injuring the country. Because of protected exploitation, the Mexicans are suspicious and timid. Mexico, from the time of the conquest down to the present, has been the victim of capital.

Xochimilco, Famous Lake, Federal District, Mexico, showing floating island.

It would appear that because Mexico has been called the Treasure House of the World that the world has felt justified in extracting from this treasure to the last. As a consequence, Mexico, not without reason, is inclined to view with suspicion foreigners who arrive within its borders, presumably to do good. Our experience in the past in this regard has been a very bitter one.

It is my belief and hope that once the United States understands the great problems confronting my country and the splendid efforts which my government is putting forth to solve these problems, the sympathy of the people of this great nation will be on the side of Mexico.

We are trying to break chains which have enslaved us for centuries; we have gone through bloody revolutions because we seek to break away from the tyranny of the past. Everything done in revolution is necessarily extreme and violent; it may appear that some things done by my country have been or may be considered extreme; however, as time goes on, matters will adjust themselves. Our laws must be extreme because our persecution in the past has been extreme. Conditions which have prevailed in a country for four hundred years cannot be expected to change in a day. Mexico is struggling toward the light.

One of the many points in which the United States and Mexico vary is that of education. In the United States there is very little illiteracy; in my country 63 per cent of the people are illiterate. The problem of education is one of the greatest which Mexico has to solve. For the first time in the history of Mexico a national program of education is operating and the Government is doing the utmost to establish schools everywhere to satisfy the popular desire for education. State governments in Mexico are spending an average of 40 per cent of their budget for education and the Federal government spends a little more than 6%, which is 26 million pesos, for the same purpose.

We are traveling toward the light along the highway of learning; we ask that you give us time; the journey is long and hard; we need your help, we want it, but we want the help that a brother gives to another; we want your help but we need your understanding first. May I say with Senator Borah that "God made us neighbors, let justice, understanding and sympathy make us friends."

Of course, to bring about friendly relations between our two countries, something more than mere good wishes is necessary. Intelligent knowledge of conditions in each country will be helpful; travel and interchange will also help.

I have often thought of the need of teaching history in our schools in such a way that intelligence and good will result, rather than hatred and distrust.

WAIKIKI AND DIAMOND HEAD
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"The water! Varying green! . . . The waves gently patting the smooth white sand with variable repetition! Warm sun, cooling breeze, clear sky, invigorating salt-water . . . arms of the Water-Gods reaching out to embrace! They promise a happy hour . . . and overlooking all, that magnificent sentinel of nature . . . Diamond Head."

"The old Hawaiian 'alii' (royalty) who were connoisseurs of natural pleasure, very early chose Kona, on the island of Hawaii, as their favorite resort. Here in the sweet fresh air and along the harbors, they built their palaces, and one of them, the last — still stands on the beach of Kailua. Over Kona lies that strange hush, not wholly sad, that gradually envelopes places long forgotten by the world."

Courtesy Matson Navigation Co.

HAWAIIAN GIRL OF KONA
Copyrighted by FRED PAYNE CLATWORTHY, 1926

MORNING—"THE BREAKING OF WINTER"
From painting by SYDNEY LAURENCE

MT. MCKINLEY—20,464 FEET
Tallest peak in the United States

Guatemala

By Dr. A. Skinner Klee
Consul General of Guatemala

THE trade of Guatemala with San Francisco is based on the soundest foundations. In 1926 Guatemala was the largest suplier of San Francisco's imports in the world trade, considering the per capita population of my country. The imports to San Francisco from Guatemala totaled $5,267,155; and the exports of San Francisco to Guatemala $1,246,897.

Coffee is the leading article in Guatemalan production and the principal factor of national exportation. The coffee of Guatemala has a high reputation in the markets of the world. The varieties under cultivation are Arabian and Maragogype. There are about 2200 coffee plantations in the Republic, which produces over 130,000,000 pounds of very high quality, unexcelled in any part of the world. The best coffee is raised between the altitudes of 2000 and 5000 feet above sea level. The installations of machinery for preparing the coffee berry for exportation have reached a high degree of perfection. The coffee of Guatemala is considered in the coffee markets of America and Europe, as one of the best and obtains a higher price than that produced in other countries. It was awarded at the Panama-Pacific International Exposition (1915), the only Grand Prize and the title "First Coffee of the World".

Banana growing is one of the newer but most profitable industries of my country. In recent years over 9,000,000 bunches were raised. Of the bananas exported, practically all are sent to the United States.

Sugar, hardwoods (mahogany, cedar, etc.), rubber, chicle, honey, cacao, etc., are exported to this country. The cattle industry is developing, and considerable quantities of hides are annually exported, the foreign shipments in a recent year amounting to more than 2,000,000 pounds.

The quenzal is the monetary unit of Guatemale. It is of the same weight and fineness as the American dollar, and like the American dollar, is divided into one hundred cents. The "quetzal" is comprised of one and 504,665 millionths grams of pure gold. Gold pieces of 20, 10, and 5 quetzales; silver coins of 1 quetzal, 50, 25, 10, and 5 cents, and one cent copper coins are now in circulation. The quetzal is the national bird, existing only in Guatemala and unable to live in captivity, being the symbol of freedom and courage.

On the trip to Guatemala City showing a quaint market scene.

There are in the Republic nine banks. The "Banco Central de Guatemala" is a national but not official institution, with authorized capital of $10,000,000 quetzales. The other eight banks are: Banco de Guatemala, Banco Internacional, Banco de Occidente, Banco Agricola, Banco Americano, Banco Colombiano, Commercial Bank of Spanish America, and Pacific Bank & Trust Company.

The Quetzal, a bird of beautiful plumage, found only in Guatemala; this bird is unable to live in captivity.

Steamship communication is maintained between Puerto Barrios and Livingston, on the Atlantic ocean. On the Pacific side, the ports of San Jose, Champerico and Ocos are open to commerce.

El Salvador

By Samuel G. Dawson
Acting Consul

A Street Scene in Salvador

THE Republic of El Salvador is the smallest in area of the Central American republics, yet, next to Haiti, it is the most densely populated of any of the countries of the Western Hemisphere. While El Salvador is only slightly greater than the State of Maryland in area, it exceeds the population of that state by 150,000. It has been estimated that El Salvador supports a population of 1,729,000 — an average of 127 inhabitants to the square mile.

The people are enterprising and intelligent. Eighty per cent of the population is rural. Nearly all are small landowners. The land is highly productive. The country's historic Indian name, Cuscatlan, signifies richness of soil. Practically all of the land is under cultivation. Hence there is no agrarian problem, and such a thing as a labor problem has not as yet made its appearance. This explains why El Salvador is perhaps the only Latin-American country which does not have a vital need of immigration. Its only possible need would be a class which would function in the creation and development of new industries, or the further financing of existing ones. At the present time there are about six thousand foreigners in the republic.

El Salvador has a shore line of 160 miles on the Pacific Coast. Its three principal ports, Acajutla, La Libertad, and La Union, carry on a considerable trade with the United States and all other nations.

The products of El Salvador are chiefly agricultural. The principal product is coffee, grown on the plateaus and the mountain slopes. It may be said that much of the wealth of El Salvador lies in its coffee trade, as the profits from this trade bring in more than half of the revenue of the country. The coffee of Salvador is recognized by coffee buyers as one of the best in the world and always commands the highest price. Twelve thousand five hundred tons of coffee are exported annually to the United States, amounting to $6,875,000.

The lower lands grow sugar cane and other tropical products, such as cacao, indigo, rubber, henequen, sisal, balsam, rice, cocoanuts, chicle, corn, cotton, tobacco, tubers, garden vegetables, fruits, and medicinal plants.

In the natural forests are found dyewoods, mahogany, rosewood, cedar, and walnut. The mangroves grow in the swampy lowlands along the river banks. The hardwoods grow on the uplands of the interior, but in relatively small areas since the forests have been cleared for agriculture. As the population increases, the forest area naturally tends to decrease.

Balsam is a very important product. The true balsam tree grows only in El Salvador and only in a very limited area in one section of the country. It is erroneously called by its trade name, Peruvian Balsam, in the markets of the United States and Europe. It is used as the base of perfumes and antiseptics. During the World War the hospitals of Europe imported enormous quantities from El Salvador.

El Salvador's educational activities are centralized in the government. Great attention is given to universal education. The schools parallel those of the United States in that provision is made for elementary, secondary, and university training. About the same number of years are given to the training of the youth in El Salvador as in the United States. The best of all modern educational ideas have been adopted. In addition to the free public schools there are many private schools, a government Polytechnic School, and the National University, located in the capital, San Salvador. The National University incorporates the departments of medicine, pharmacy, law, science, engineering, dentistry, and social science.

Siam, the Interesting

By Henry G. W. Dinkelspiel
Consul General of Siam at San Francisco

Henry G. W. Dinkelspiel
Consul General for Siam

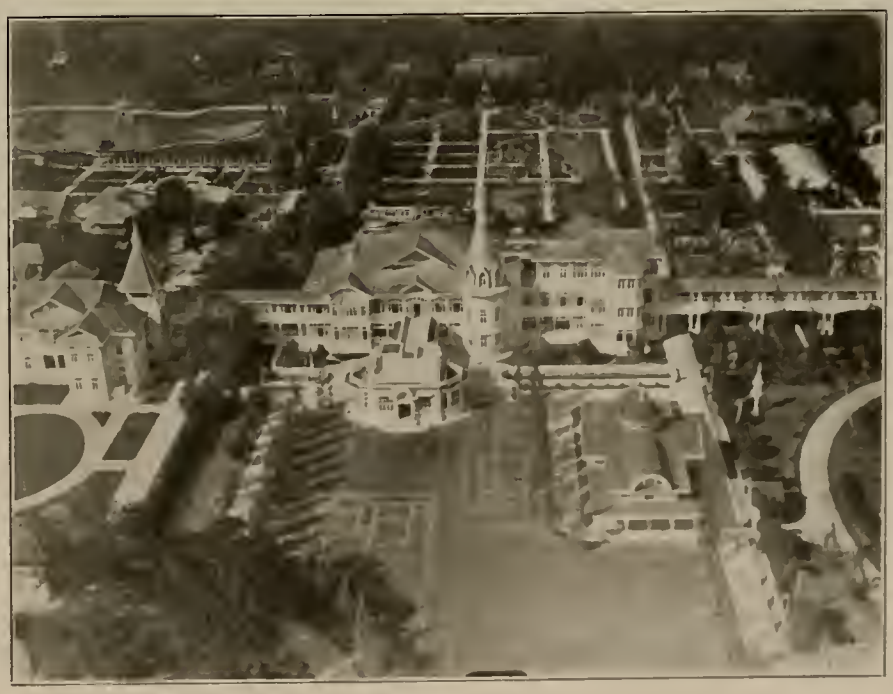
This Kingdom, the only absolute monarchy existing today, is situated in the southeastern part of Asia, north of the Malay Peninsula, and contains an area of about 200,000 square miles, a little larger than the State of California. Its length from north to south is approximately 1000 miles, and its greatest breadth from east to west is about 500 miles.

Its population is close to 10,000,000 and its capital, Bangkok, is approximately 650,000.

The reigning Sovereign is His Majesty, King Prajadhipok, who succeeded to the throne upon the death of his brother, King Rama VI, about the year 1925.

His Majesty, King Prajadhipok, is a graduate of Oxford College in England, and is a linguist of note, and by reason of his having traveled extensively, is more than well qualified to know the conditions which exist in other countries with which Siam has commercial and other interests. He is progressive to the last degree and is anxious to see his subjects turn their attention more and more to the productive occupations.

Illustrative of this, we quote from a speech which His Majesty delivered to the members of the Royal House and Officials of State in February, 1927, the first anniversary of His Majesty's Coronation. He said, among other things: "It is our opinion that the development of Agriculture and Commerce forms a most important policy of this State. Therefore, we have in the course of the last 12 months instructed the authorities concerned to concert every measure to promote the commerce of the Country until the opening of a permanent exhibition of merchandise of all kinds for the purpose of drawing the attention of the people to the agricultural produce, which could be grown at a profit, and the attention of the merchants to the various commercial products of our country. As all means of communication are intended to be used in the assistance of commerce more than for any other purpose, we have, in view of this fact, amalgamated the Ministries of Commerce and of Communications into one Government Department in order that the policy already mentioned may be put into effect and be productive of the desired results conducive to the complete happiness of the country and its people."



Phya Thai Palace, Bangkok, Siam; now used as an Hotel.

New Custom Tariffs

As a consequence of the successful conclusion of the property treaty between Siam and the economic unions of Berlin and Luxemburg ratified at Bangkok on March 25, 1927, Siam has now been able to revise her custom tariffs whereby important duties have been materially increased. All import duties have been abolished except that on rice. As far as can be ascertained, the new tariff has been well received in all quarters, and it is generally regarded as a legitimate revenue tariff.

Martin J. Dinkelspiel
Vice-Consul for Siam

Railways and Communications

Under the able administration of H. R. H. Prince Parachatra, the Siamese State Railways have been brought to a high degree of efficiency. Many of the "Round the World" tours now include Bangkok in their itinerary. We are informed now that arrangements have been made whereby tourists may leave their steamers at Saigon and go overland via Ankor, where the most wonderful ruins in the world exist, to Bangkok, and thence by railway to Singapore. In anticipation of the event of a large tourist travel, the Government has turned the Phya Thai Palace into a hotel, which in beauty and comfort excels anything of a like character in the Orient.

Commodities

The principal article of commerce is rice. During the first quarter of the present season ending February, 1927, 414,000 tons were exported, a record for the Port of Bangkok. Teak wood forms a large item of export. Another important article of commerce is tin, which is being mined and exported in large quantities.

Recently what is known as the "University Afloat" visited Bangkok, and as evidenced by the hospitality and appreciation of the visit, one of the faculty members from the United States has written:

"As a child, we always thought of Fairyland as a place full of gold and silver, towers, palaces, dragons, soldiers, and a kind King and a gracious Queen, who sat upon thrones in a Kingdom far away, waved magic wands, and gave all the good people three wishes

(Continued on Page 38)

Rio De Janeiro

Courtesy of McCormick S. S. Co.

Botafogo Section; Residential District; Sugarloaf in Background.

The American Fleet Off Wilson's Promontory, Australia

From a painting by
Charles Henry Grant

"Our business in the field of fight,
Is not to question, but to prove our might."
—*Pope.*

Bolivia

(Continued from Page 26)

BISMUTH—According to the same journal, "There is no other country in the world that can compete with Bolivia in the production of bismuth."

COPPER—Bolivia's copper mines date back to the time of the Incas. Natural plates of pure copper have been discovered which have even reached a weight of 600 pounds. In 1925, 14,659 metric tons of copper were exported with a value of $1,517,373.70.

ANTIMONY—Bolivia is the only country in the world that produces antimony. In 1925, 23,000 metric tons of antimony were exported, with a value of $2,518,518.52.

LEAD—The production for 1925 was 36,838 metric tons, with a value of $3,887,914.81.

Bolivia has a total of 2,090 kilometers of railroads, which cost $79,142,094.20. Of this 592 kilometers of railroads are government owned, with a value of $23,409,010.00. The government has recently called for bids for the construction of a line from Cochabamba to Santa Cruz and the capital is already deposited in New York.

Bolivian stocks and bonds are quoted above par in the New York and London markets because of the punctuality with which the interest and amortization are paid.

Haiti

(Continued from Page 27)

The trade through this port is considerable. During the fiscal year of 1926 the imports amounted to $10,004,003 and the exports to $3,538,142.

Haiti is essentially an agricultural country. Under the beneficial regime of President Borno, agricultural enterprises are developing rapidly, and the export and import trade shows a healthy growth.

In 1917 the imports amounted to $8,606,086 and the exports to $8,932,887, while in 1926 the figures show $18,851,406 imports and $20,184,005 exports.

Serbia

(Continued from Page 28)

whose winter climate is warmer than that of Nice or Naples, and the Slovenian mountains and lakes rank among the most beautiful spots in Europe. Though the State, following the example of Italy, is only starting to encourage the tourists trade, it is drawing already on that account around 400,000,000 Dinars yearly. The excellent geographical position of the country—the main international highway between Europe and Asia, London-Constantinople, is passing through it—will certainly contribute in a great measure to the already fast development of this trade, as it will make easier the full development of the resources of the country.

Siam, the Interesting

(Continued from Page 35)

to be fulfilled. In the books of fairy stories which our grandmother invariably gave us for Christmas, we saw pictures of white elephants and Royal splendor of all sorts, and if we were forced to say which one of all the countries in the world most nearly corresponded to this place we had heard so much about, we should have said, in all probability, Siam.

"The surprising thing about Siam was that we were not disillusioned. There were Royal Palaces galore, there was a kind King and a gracious Queen. There were gold towers under a blue sky and a bright sun; roofs and gables sparkling with jewels. In our zeal we overlooked the fact that the elephants were not as white as we had thought, but they were white elephants. We put out of the picture the automobiles, the trains, telegraph poles, all that reminded us of our civilization. Yes, we were in Fairyland. The high degree of artistic development, the Wats and Grand Palace of Bangkok exceeded, in my opinion, the Temples of Nikko. A high degree of education and civilization was manifested by the King and leaders due to their training at Oxford.

"We were surprised at the way in which every department of the Government is headed by an expert who knows all there is to know about his special branch. The keynote of the Government is efficiency. It was surprising to me to know that the King cut his own salary in half in order to carry out his program of economy. Siam is probably the only monarchy now where all the people are so happy and satisfied."

What of the future of Siam? There can be but one answer. With such a progressive King at its helm, success and onward progress only can result.

The San Francisco Travel Office of Thos. Cook & Son

During the early 80's, Thos. Cook & Son were represented in San Francisco by agents, but in 1890, due to the increase in trans-Pacific and Continental travel, an efficiently staffed office of Thos. Cook & Son was established. This first office of the world's oldest, largest and most efficient travel organization became a haven and all-knowing "private secretary" to those who had the "roaming" instinct, or who were compelled to travel far from the native hearth.

Until the fire in 1906, Cook's travel service was administered from an office in the Market Street entrance of the Palace Hotel. At that time it was hastily removed to Oakland temporary headquarters, where salutary gratuitous services were proffered to the many stranded refugees after the conflagration.

In 1907, a new office was opened on Powell Street in the Flood Building. Another move was made to the Monadnock Building in 1910—and yet again in 1918, San Franciscans saw the familiar and comforting sign of Thos. Cook & Son in a new location on Post Street. For four years all devotees of Cook's traced their steps to this location until—in 1922—the immediate necessity for finding a more commodious home led the organization to take up its present headquarters at 128 Sutter Street. And, unless another great expansion is necessary in the immediate future, this is where all the San Francisco business of Thos. Cook & Son will be transacted for some years to come.

Many novel and fascinating tours are arranged directly from this office—notable among which are Tours to Hawaii, the South Seas, the Far East and Round-the-World; Summer Tours to Alaska and the Canadian Rockies; and excursions to the Eastern States through the Panama Canal.

On practically any day that one happens to saunter into 128 Sutter Street, there is some sight of interest to start the imagination soaring. Perhaps the son of an Indian Rajah is trying to understand the American exchange, perhaps a famous Chinese doctor, come to study in our hospitals, is absorbed in mail from Peking, or perhaps a party of gay students from the University of California is arranging for a summer tour of Europe, or a world cruise of the northern and southern hemispheres. But whatever the travel problem—the management of Thos. Cook & Son is guarantee that every detail will be carried out.

For years Thos. Cook & Son have served as a sort of transformed Aladdin's lamp that whisks one away to foreign lands, or perhaps just around the corner in one's own country—but, in either case, assumes all the responsibilities and solves all the problems of travel in a manner that is nothing short of miraculous. And this is certainly true of the San Francisco branch of this munificent, far-reaching organization.

Mosque of St. Sophia
Constantinople

Courtesy of Miss M. T. Wright,
Gen. Agent Clark's Cruises

Argentina

By Horacio Rovira

Consul General

The really positive era of the interchange of the Pacific Coast of the U. S. A. with the Argentine starts in January of 1920, with the inauguration of a direct line of steamships created by the Swart Hoyt Co. from San Francisco to Buenos Aires, with stops in some ports of Brazil.

In that year the interchange shows the following figures: Import, $556,067; Export, $1,657,413.

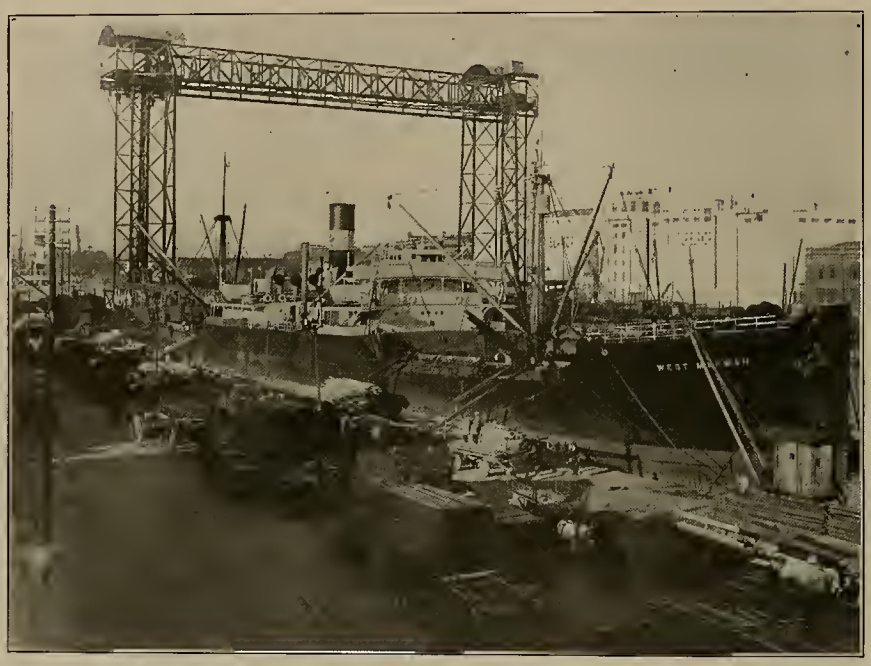
Hereafter the commercial balance is in favor of the Argentine, making exception of the year quoted, reaching the maximum difference in the year of 1922, established thus: Import, $1,455,518; Export, $220,663.

The commercial interlace tends to a constant gain. Last year the imports reached to $1,788,198 and exports to $1,194,811, and foreign products remitted from San Francisco to the Argentine reached a sum of $53,829.

In the first six months of the current year the exportation is favorable to San Francisco by $209,000, but it is not difficult to foresee that in the second quarter Argentine importation will exceed the exportation.

The Argentine is a hospitable country, solidly organized, progressive. During the past year the value of its manufactured production reached the sum of $1,238,333,-333, with a population of 10,000,000 inhabitants. Notwithstanding this unceasing industrial and manufacturing development, it offers an opportunity as much to small or great capital, with attractions of positive yield. Today there are innumerable industries that foreign capital could enlarge or newly install with the best of utility. Among these I will cite: that of the automobile. During the past year 49,000 cars entered the Republic, and their use each time tends to enlargement, thanks to the well-being and prosperity of the people, also to the constant work of the Government for public roads, their upkeep and extension. In the interior provinces iron mines of very easy exploitation exist. The Custom House duty is 32% "ad valorem." A factory installed in Buenos Aires or at the point where the iron mines would be exploited could count on this 32% to cover the expense of transporting each carload to its point of sale and also to defend itself and compete with the price of foreign cars introduced into the country. And as a new industry petitioning the public authorities, it would not be difficult to obtain liberalities imposed for various decades.

The mineralogical exploitation in the Argentine is in bryonic stage, owing, perhaps, to the lack of technical knowledge, scattered among the native element, or because it is a class of exploitation that demands great capital, and the spirit of co-operation is lacking, or because Argentinian capital prefers to dedicate itself to the known industries, of easy administration and immediate utility, such as stock raising and agriculture.



S. S. West Mahwah, one of the McCormick Steamship Company's Pacific Argentine Brazil Line fleet, discharging Pacific Coast lumber at Buenos Aires, Argentina.

To tighten the bond of commercial union between the Pacific Coast and the Argentine Republic, it would expedite matters if industries of this region would periodically send experts to study the commercial customs, uses and habits in the Argentine and so receive a direct impression on the preference of the prospective consumers. A similar method could beadopted by the importers of Argentine products and so build a most practical system upon which to regulate the matter of supply and demand.

The abundance of gold has been the reasan for the Government's making it possible for the public to convert paper money into gold coin. For many years the gold reserve has never been less than 78% and sometimes higher than 80%.

The stability of the Argentine peso does not expose the business to ruinous fluctuations.

Blue Lupines, Ojai Valley
Santa Barbara, California

From a painting by
John Gamble

The Headland—Point Lobos

From the painting by
M. de Neale Morgan

"I lay upon the headland height, and listened
To the faint sobbing of the sea,
In caverns under me . . . . . ."
From Longfellow's "Palengenisis."

Tolerance

By A. Allen

A large percentage of the reformative group of Americans, whose slogan, as defined by H. L. Mencken, is: "Make America Safe for Sunday School Superintendents," doubtless visualizes the members of the Association Against the Prohibition Amendment as convivial rascals with very loose morals, who are gradually but surely sending the United States of America to the "demnition bow-wows."

These so-called reformers are not conversant with the ideals of this Association, nor of the governmental restrictions against which its members firmly stand. A little investigation would show them that the objectors to the 18th amendment are men who are much more imbued with the true American spirit than the reformers themselves! That the Association, as a body, resembles strongly that band of independent and courageous characters who were the means of bringing into existence a national constitution whose basic principle was **Liberty!**

The Association Against the Prohibition Amendment is working for: Tolerance, Personal Liberty, States' Rights, **Preservation from Mutilation of the Constitution of the United States!**

It is working against: Bigotry, Fanatacism, Paternalism, **Rule by the Minority**, and the Volstead Law!

It is a significant fact that men of prominence in civic life, who first subscribed towards the fund through which the Association is working out its object, brought in their contributions surreptitiously, apparently not having the courage of their convictions; now, their names quite often are published in the Association's literature, while the roster of the executive committee of the California Division appears on the organization's stationery, and includes some of the best-known and reputable citizens in the State.

What was considered at its inception (chiefly because of ignorance) an assembly of outlaws, more or less, given over to the opposition of a just and necessary federal statute, is now looked upon by all reasonable and broad-minded persons, as a group of earnest and conscientious human beings, who are fighting for that which primarily was the motive for creating this great Nation.

The farmer, that staid and conservative factor of America's national life, that purveyor to the appetite and health of millions upon millions of human creatures, that over-worked and illy-paid, but still patriotic and admirable character upon whose shoulders rests the "burden of the world," has affiliated with the Association in the formation of a "Farmers' Voluntary Committee No. 1, of the National Association Against the Prohibition Amendment," and has published a statement (in answer to certain criticisms directed towards their recent letter on Prohibition), from which we quote very briefly:

"We are opposed to Prohibition for many reasons. It is an invasion of personal liberty; it is economically unsound, is responsible for intemperance and increase of crime, and is unenforceable.

We have no respect for the Volstead Act and believe the Eighteenth Amendment should be repealed.

'Pussyfoot' Johnson, one of the leaders of the Anti-Saloon League, upon whose farm in New York (so the newspapers carry the story) a still has just been discovered, said that the Eighteenth Amendment and the Volstead Act were passed by lying, bribery and drinking, and that he would do the same thing again to pass them. . . .

Let us get straight on beer. Before the war beer contained from three and one-half to six per cent of alcohol, then the government reduced it to two and three-quarters per cent.

The United States admits that two and three-quarter per cent beer is **not** intoxicating. If it is not intoxicating, why is it prohibited? It must be spite by the Anti-Saloon League against the brewers. The farmers are the main sufferers, because through this fight between the brewers and the Anti-Saloon League, they lose market and revenue and pay more taxes.

Should two and three-quarter per cent beer be legalized, and the same quantity be brewed in the United States as in 1914, and the same revenue charged on this beer that England now charges on beer, do you know that it would net our government over $1,300,000,000 a year? A tidy spite loss!

We read in the papers about a big fight in Congress as to reducing taxes either $225,000,000 or $250,000,000 a year. Yet we have been passing up five times as much revenue as they fight over at the behest of crazy fanaticism.

Why should the farmers pay the penalty of the spite of the Anti-Saloon League? If those who want this beer are willing to pay taxes for its consumption, why should we farmers lose that income and besides waste hundreds of millions for spite?

There is very little bootlegging of beer because of its bulk. The Anti-Saloon League has created rich bootleggers.

This is how it works out. The bootlegger is a criminal. He debauches our officers. From that time forward they are his serfs. The wealthy bootlegger, as a side line, organizes and finances other crimes. The result we read every day in the increase of crime.

We have been fools to swallow it. It is time that we are waking up!"

In 1920 Congress appropriated $3,750,000 for enforcement. Subsequently this was enhanced to $25,000,000 annually. This fiscal year it is said to be $33,000,000. To this sum must be added other impressive costs borne by various government departments (not touching the enormous State enforcement costs).

It takes money to fight money; the energy and enthusiasm aroused by the assurance that a condition, and the motives and laws which brought about the condition, are dead wrong, is not sufficient ammunition with which to vanquish the enemy; it necessitates hard, cold cash to overcome the state of affairs which that tragic fallacy—Prohibition—has brought about.

The Anti-Saloon League is out on a rampage for a "war chest," with which to continue its mistaken struggle against the personal liberty of the American people.

The organization which is fighting for personal liberty needs funds with which to finance its own "war chest." Its membership fee is $5.00 per year, payable to Mr. William Metson, chairman of the California Division of the Association Against the Prohibition Amendment, in the Balboa Building.

The Pacific Telephone and Telegraph Company

By E. R. Ross

To those who have viewed from our "seven hills" the new Telephone building limned against the night sky; perhaps (rare and unforgettable moment) watched the moon rise behind its graceful battlements, it seems a shining faery fabric, symbolical of the astounding progress at which this age of mechanical genius has arrived, in the blending of utility with beauty. It rises from the surrounding gray monuments to industry like an alabaster dream of architectural loveliness. The spirit which reigns inside this structure also typifies the great strides which commercial institutions have made along humanitarian lines.

I felt this spirit the moment I stepped inside the lobby of the building, and it remained with me, through the hours of that pleasant afternoon in which I visited the important departments of this institution.

It is arresting—that lobby!

The floor is of French marble, the walls are black Italian marble and the ceiling is Chinese, allegorical gryphons disporting themselves over a field of dimmed coral, burnished in pale bronze, yet all harmonizing in a pleasing whole.

There is an especially equipped elevator service, consisting of nine elevators, maintained by trim and efficient girl operators in pretty blue uniforms. Practically the entire operation of this system is automatic, with the exception of releasing the cars for service. An operator on the first floor attends to this, in a little room which appeared to me to be a miniature train dispatcher's station. He sits at a control board, on which red, yellow and green lights designate the exact position of all elevators at all times, and flash on and off as the cars proceed on their upward or downward journeys.

I called at the executive offices on the eighteenth floor, and was passed into the office of Mrs. M. C. Alfonso, head of the advisory department, which the company maintains for the benefit of its women employes in San Francisco and East Bay.

Mrs. Alfonso started her "personally conducted tour" from the roof, where a panorama so comprehensive met our gaze that it made me catch my breath.

The wide spreading bay, past Mission Rock, then northeast again to Rincon Hill, once the swagger section, now gradually being levelled by commercial requisitions; the long sweep of the water front, with its

"Black wharves and the slips
And the sea tides flowing free";

the East Bay cities, Telegraph Hill with its scraggly outlines; Russian Hill, green with trees and always picturesque; the dark Presidio hills; Twin Peaks, hiding behind a screen of smoke; Hotel Mark Hopkins crowning historic Nob Hill—what a view! What an inspiration!

The city itself lay far below us, its streets mere narrow canyons, between hills of brick and stone; its people, ants, scurrying hither and yon, and automobiles like black beetles, congested here and there, or scuttling along the shining dark bitumen.

I learned at this elevated point of vantage, that the Telephone building is seventeen feet higher than the Russ building, whose classic outlines grace the center of the financial district; that it comprises thirty-two stories; that the height of the building from the sidewalk to the top of the pent house is 435 feet, and to the tip of the flag pole, 490 feet; that the monstrous eagles which rest on the very tip top, are fourteen feet from bill to tail, and that the flower motifs used so extensively in the exterior decorations are blue Bell flowers, an insignia of the Bell system.

Starting on our downward journey, Mrs. Alfonso talked at length of the duties and different phases of her particular department and of the company in general.

"There are 42 telephone central offices in the San Francisco-East Bay cities," she said, as we looked out over the panorama of the Bay Region so clearly exposed from the upper stories of this headquarters building. "In these central offices there are over four thousand women employes in San Francisco, and over two thousand in the East Bay; operators, supervisors, chief operators, all working to render the best telephone service in the country." She told me of the many activities supervised by her department to aid the girls; of the dining rooms and rest rooms in all buildings, of Health Instruction and First-Aid courses given by the company.

On the twenty-sixth floor, we peeked into the large assembly hall, with seating accommodations for five hundred persons. It contains a small but perfectly equipped stage, for the presentation of motion pictures showing the various phases of the telephone business. Educational work of various kinds is also carried on in this hall, and the employes often give interesting little plays here, quite ambitious in their scope.

We looked into the extremely clean and modern hospital, with its attendant physician and ever ready nurses. This consisted of large, airy rooms, every necessary detail being as complete as the most up-to-date sanatorium. In case of accident, or sudden illness, the girls are taken here for the administration of first aid. If only slightly indisposed, they may retire to the attractive rest rooms near by. In all instances, every attention is given them that they would receive in the best hospitals in the city.

"The library has many books, mostly technical, but of great interest to the employes, for the studious minded telephone man or girl can climb from the lowest rung of the ladder to the highest, and in fact, a good many of them have done so. And now what do you think of this?" asked Mrs. Alfonso.

We were in a lovely, white-tiled, cool and spotlessly clean kitchen, so absolutely modern that it resembled one of those electrical demonstration rooms in a world's fair exhibit, and so convenient in every particular that I could imagine the usually uninteresting preparation of meals becoming almost a pleasure in such surroundings.

The cafeteria adjoining is large and airy, with windows on all sides, finished in walnut, with glass topped tables and bright colored artificial flowers as decorations. Here the women employes at one hundred and forty New Montgomery street may lunch very reasonably on all the luxuries of the season.

(Continued on Page 97)

Scenes on Carmel Bay
Monterey Peninsula

I. S. Slevin Carmel photo

Reached via Southern Pacific

El Camino Real and Its Laterals

By John E. Tiedeman
National Automobile Club

There are not many states in the Union that possess the same advantages in climate and highway facilities that are possessed by California and that make this state pre-eminently the foremost motoring state in the country. In fact, it is not too much to say that in this state all the elements are combined to make it the "paradise of the motorist."

Early in its varied and romantic history the state realized the importance of a great highway system that would unite all sections in a network of roads easily traversible in all weathers and under all conditions. As far back as the first days of the Spanish occupation was this impressive fact realized.

It was thus quickly understood that if the Franciscan missions, founded in a long line from San Diego in the south to Sonoma in the north, were to be in easy communication with each other, a road must be established and maintained.

This in after years became the great El Camino Real of the Spanish days. True, in its earlier days it was far from what is now considered a great highway, but it served the purpose for which it was established. Its location may have been somewhat haphazard, since its route through the mountains and across desert and plain was largely a matter of chance.

This great highway which was called into existence under such romantic circumstances was the nucleus about which the state's great highway system of a later date was to be created.

In California, Where Motoring Is Better

It was not long after the establishment of the great missions that the enormous ranchos, many of them principalities in extent and ruled by grandees to whom they had been granted, came into being.

Their establishment made it necessary to have a road, often nothing more than a cart track, which connected with the greater El Camino Real. In this fashion was communication made with the outer world of the early Spanish occupation. These roads were the forerunners of what have since become known as arterial or lateral roads.

As may be imagined, El Camino Real was for many years the great highway of the state. Along it passed the caravans that distributed the supplies which kept the often feeble spark of life in the isolated and widely separated mission units. Without these supplies, often grudgingly furnished by the far off central vice-regal government in Mexico, some of these missions would have either starved or it would have been necessary to abandon them.

Funds for improved roads were lacking and hence most of the road could only be traveled with the greatest difficulty in the rainy season. In the mountains such roads as existed were impassable. The coming of the automobile altered all this. From the very first it seems to have been realized in California that the time had arrived when the state's great scenic wonders must be made accessible to the motor traveler.

From this early beginning there has grown in California one of the finest highway systems to be found in the entire United States. Long ago El Camino Real, which has largely been relocated into a more logical highway, has become a great wide ribbon of concrete that stretches from San Francisco on the north to San Diego on the south, more than 500 miles in length.

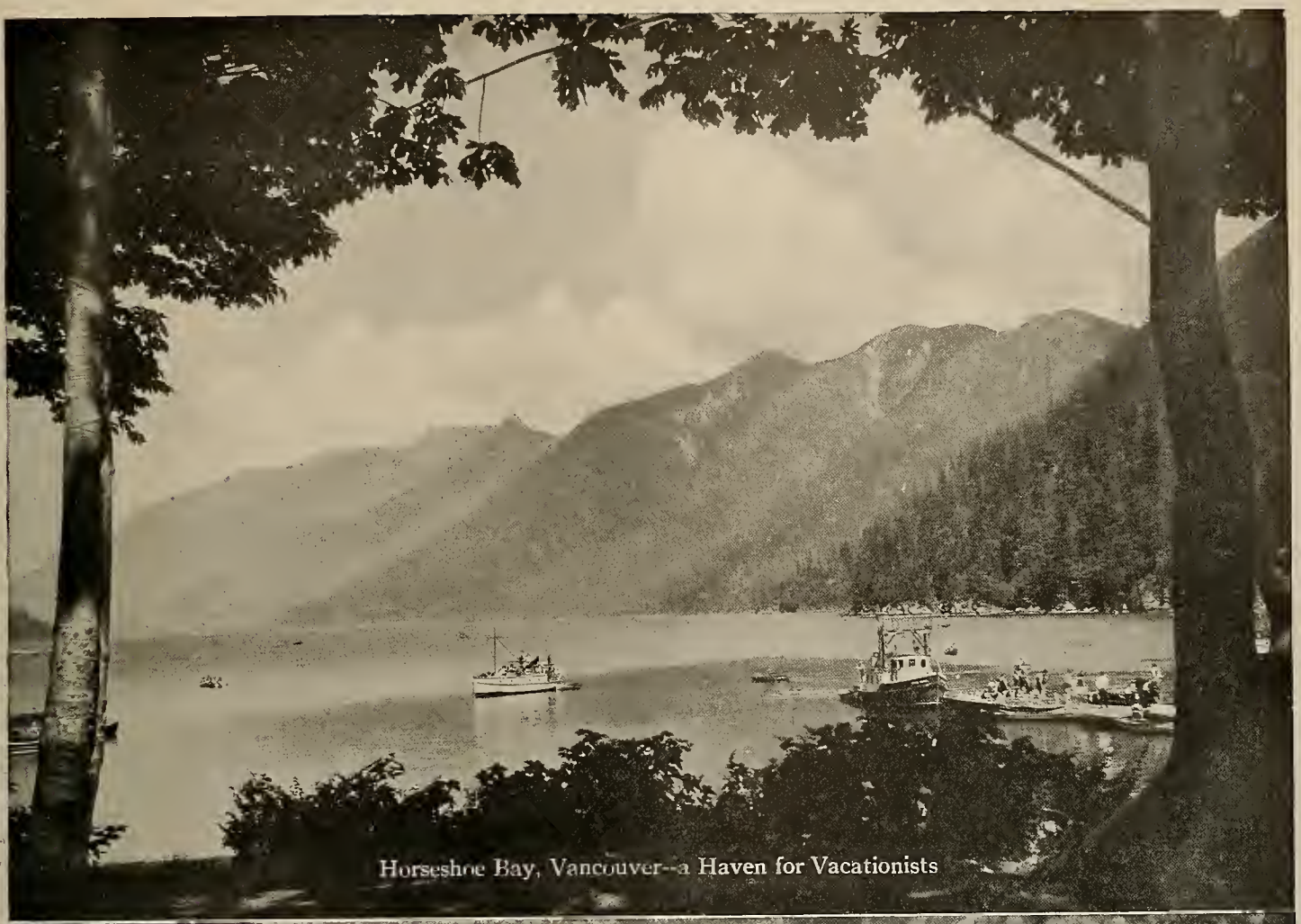
Here in the north is to be found the great Redwood Highway that has been built through one of the most attractive and colorful sections of the state. Annually it carries a host of tourists attracted by the romance and grandeur of the great redwood groves.

Up through the Sacramento Valley is the great Pacific highway with its long stretches of straight concrete that finally enters the picturesque Sacramento River canyon, after passing within sight of Mount Lassen, America's only active volcano. This highway is not only within sight of romantic Mount Shasta, but almost built about its base.

Farther south there is also Sequoia National Park wherein are to be found that "venerable brotherhood" of mighty redwoods that are regarded as the oldest of living things and survivors of a long dead and gone era.

From the rugged coast of Mendocino County to the tawny beaches of Southern California there is a diversity of scenic attractions startling in its variety. The splendid roads of the State, leading into places eloquent of either the Spanish regime or days of forty-nine, appeal to those interested in the romance of this Empire State.

It is not to be wondered at that with its equable climate, its many scenic wonders and its magnificent highway system, California has become the premier automobile touring state in the Union.



Horseshoe Bay, Vancouver--a Haven for Vacationists

Suspension Bridge over Capilano Canyon, Vancouver

Courtesy of Northern Pacific Railway Company

Photo by Ray Condon

View at night, Berkeley Ferry Pier and University Avenue taken from Berkeley hills. San Francisco in the distance

The New San Francisco-Berkeley Pier

One of the outstanding engineering feats of the West is the three and one-half mile concrete causeway, built by the Golden Gate Ferry Company for the Berkeley Ferry which inaugurated service between the foot of University avenue, Berkeley and the foot of Hyde street, San Francisco, on June 16, 1927. It is the longest structure of its kind in the world devoted exclusively to automobile traffic and has won the admiration and favorable comment of engineers throughout the West. The entire structure, with slips, docks, houses and other features, cost in excess of one million dollars.

Motorists traveling between San Francisco, Berkeley, Albany, Richmond, Vallejo, Sacramento and northern points, find this the shortest and best route, and for the freight hauler it has been indeed a boon.

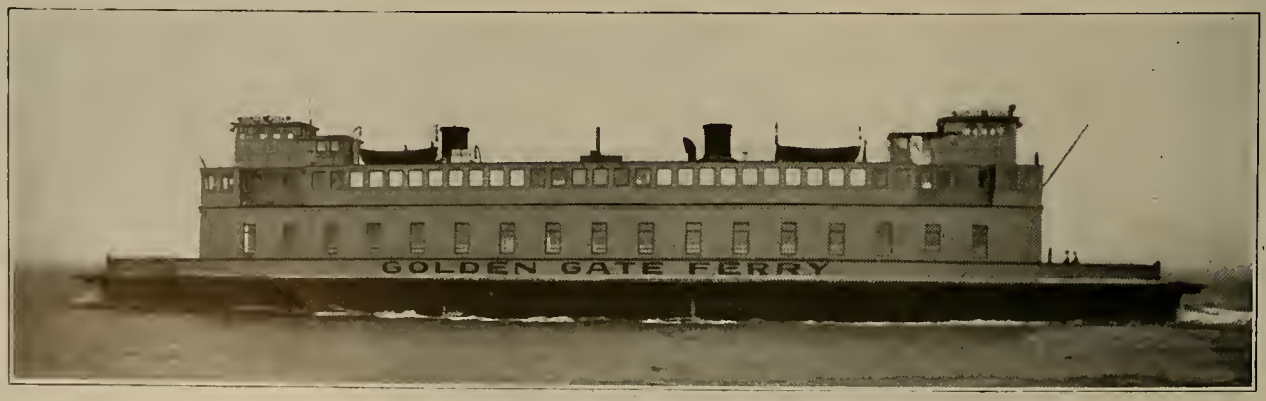
For the convenience of football fans who were in attendance at the games played at the Memorial Stadium in Berkeley during the season just closing, it has been of particular advantage. The natural and logical route is the short way between the Berkeley pier and the University of California.

The Golden Gate Ferry Company, which began operation on May 28, 1922, with one boat between Sausalito and San Francisco, has built up a business by sticking to a cardinal principle laid down by its founders, and now being perpetuated by its present management—courteous and efficient service.

Starting with one boat, the company now has a fleet of ten ferryboats; one, an electric ferry of the latest type, now in course of completion, to be available for the summer business of 1928. In addition to this fleet the Golden Gate Ferry Company owns and operates the San Francisco-Vallejo Direct Ferry line, formerly known as the Monticello line; this line, for passengers, automobiles and freight has been greatly improved under the direction of the Golden Gate Ferry Company.

Golden Gate Ferries, Inc., is the holding company, not only for the ferry lines, but for the Sears Point toll road, which is now opened to motor traffic between Sears Point on the Black Point cut-off and Vallejo. This splendid route, winding along the shore of San Pablo Bay, gives the motorist a short direct line between Marin and Solano counties, cutting off a ten-mile drive through Napa.

The president of the Golden Gate Ferries, Inc., of the Sears Point Toll Road Company; the Golden Gate Ferry Company and the Monticello Line is A. O. Stewart, who became the head of this fast growing corporation in April, 1925. Harry E. Speas is vice-president and general manager.



Motor Ferry "Golden State" typical of the 14 boats operated by the Golden Gate Ferry Company in the interest of the motoring public

SAN FRANCISCO
PUBLIC LIBRARY

Concrete causeway, costing $1,000,000.00 is the longest of its kind in the world. It was built by the Golden Gate Ferry Company, for the Berkeley line of that Company.

CARQUINEZ BRIDGE FROM THE AIR

The Carquinez Bridge constitutes one of the longest bridges in the world, devoted strictly to highway travel.

This mighty span makes it possible for the motorist to drive from Tia Juana, Mexico, to Vancouver, Canada, a distance of 1,775 miles, without use of ferries.

Fourteen thousand tons of steel were used in the construction; it is of cantilever type, 4,482 feet long, with a clearance of 135 feet above the water line; its cost was $8,000,000.

The limited franchise under which the bridge was built by the American Toll Bridge Company, organized by Hanford and Klatt, provides that it shall revert to Contra Costa and Solano counties and the State in 1948. Carquinez Bridge was dedicated and thrown open to the public May 1st, 1927.

From California Journal of Development *Courtesy Aerograph Company*

MARKET-JONES BRANCH
Market, McAllister and Jones Streets

MARKET-ELLIS BRANCH
Market, Ellis and Stockton Streets

MISSION BRANCH
Mission and Sixteenth Streets

POTRERO BRANCH
Third and Twentieth Streets

MAIN BANK
Market and Sansome Streets

RICHMOND DISTRICT BRANCH
Geary Street at Twentieth Avenue

FILLMORE BRANCH
Fillmore and Geary Streets

SEABOARD BRANCH
101 *Market Street*

Anglo-California Trust Company, With Eight Complete Banks in San Francisco, Serves 100,000 Customers and Has More Than $70,000,000 Resources

Tomales Bay
Marin County, California

From a painting by
William Barr

1—Scenic Smith River Divide—in Del Norte County, "last of the West." Kiser photo. 2—In Napa County, natural steam geysers shoot high into the air. 3—On the Redwood Highway in Humboldt County. 97% of the world's redwoods stand within the Redwood Empire. Freeman art photo. 4—San Francisco—story city, play city and southern terminus of the Redwood Empire. Moulin photo. 5—There is a genuine Petrified Forest in the Redwood Empire—in Sonoma County. Skinner photo. 6—In the famous Oregon Caves—underground marble caverns—of Josephine County, Oregon, northern terminus of the Redwood Empire. Kiser photo. 7—"Neptune Aslumber"—on scenic Mendocino Coast, Mendocino County. Bendore photo. 8—Stinson Beach, in Marvelous Marin County, offers the finest of typical California ocean beach recreation facilities and joys. Beringer photo. 9—Speed-boating is a favorite sport on Clear Lake, in Lake County, largest body of fresh water in California. C. E. photo.

Redwood Empire
The West's Newest Recreational Area

By Robert Austin

There is a tier of counties in the northern portion of California and Southern Oregon, possessing such a variety of scenic attractions, unusual recreational facilities, vacation lures and other features, that this entire territory should be looked upon as a "national park" area.

These counties have banded themselves together into one unified group, and the entire area which these counties comprise is termed the "Redwood Empire." The term originates from the fact that 97 per cent of the world's redwoods stand within the Redwood Empire.

The counties are: San Francisco (southern terminus), Marin, Sonoma, Mendocino, Lake Humboldt, Del Norte (all in California) and Josephine (in Oregon). Napa county is so logically a part of this now nationally and internationally known scenic area that induction of this additional county is now under consideration.

This scenic area is a distinct financial asset to San Francisco and the East Bay, for by attracting increased volume of travel into this area, as well as through it, new travel is brought into and through the San Francisco bay region, with the attendant new revenues which travel always brings. Similarly, this merging of counties into one unit, is a distinct asset to each county, and to each community.

These attractions are being made more accessible by the bringing about of improvements in highways and transportation facilities throughout the entire Redwood Empire. This is being developed through the inter-county Redwood Empire Association, which is the official non-profit organization concentrating on such problems for the counties—both individually and collectively.

Similarly, and consistent with improvements thus brought about, the Redwood Empire Association is increasing the volume of travel into and through these counties by means of an ever-expanding joint advertising and publicity program, now national and even international in scope, financed by the counties, the communities and individual business and other interests—through a joint, non-profit pooling of advertising appropriations.

San Francisco—southern terminus of the Redwood Empire, and main operating base for Redwood Empire trips and tours—both by motor, rail and motor stage—is a play city as well as the metropolis of the West. It is the gateway to the Orient, world port, and foreign trade headquarters, as typified in the recent Foreign Trade and Travel Exposition successfully staged by the Foreign Trade Club of California.

The romance of the gold rush days still survives in San Francisco. Even with the rush and bustle of a great city, new skyscrapers rapidly appearing on the horizon, together with magnificent new hotels, new theaters, new apartment houses and new homes. The foreign communities are most interesting, as are the shops, the restaurants of all nations, and the innumerable other attractions there.

Across the Golden Gate, Marvelous Marin beckons to the home-seeker who would combine suburban life of a beautifully wooded and flowered countryside, with the business of the city.

Stinson Beach—where beach bathing is enjoyed; Mt. Tamalpais and Muir Woods, reached via either mountain railroad or Ridgecrest boulevard, where marvelous panorama spreads itself over fourteen counties; innumerable picturesque residential communities; Alpine dam—these are a few features in Marvelous Marin.

Imperial Sonoma County next adjoins Marvelous Marin. Sonoma county is particularly rich in historic lore, for seven flags have ruled over Sonoma. In the Valley of the Moon, made famous by Jack London, is the Sonoma Mission, cradle of the Bear Flag Republic. Many mineral springs and first class resorts are found here to serve the traveler.

The Russian River district is another great resort area, where thousands of vacationists annually disport themselves. New highways have added to the accessibility of this region.

In this county Luther Burbank formerly made his home, and worked in his experimental gardens. A petrified forest, a Russian mission, steam geysers and fumaroles, together with richly productive orchard and farm holdings show the versatility of Sonoma. The outstanding products are prunes, apples, oranges, grapes, etc. Cloverdale annually stages a citrus fair in the month of February. All the oranges are not grown in Southern California! There is an orange empire in the Redwood Empire, and that is in Sonoma county. Bohemian and Armstrong groves are groups of famous redwood forests.

Napa county possesses natural attractions most unusual—real geysers. These geysers spout periodically, some with intervals of but a few minutes—shooting as high as 75 feet into the air.

The Napa Valley is a most marvelous riot of color during certain seasons of the year—a most beautiful combination of valley, foothill and mountain vistas, with numerous resorts and wayside inns.

Travel into and through the Napa Valley originates or clears through the East Bay area. These counties of the Redwood Empire are rapidly becoming popular for the weekender during fall and winter months.

There are redwoods on Mt. Veeder. Robert Louis Stevenson's former home, where he wrote "Silverado Squatters," is an interesting feature. This is near the summit of Mt. St. Helena—a former volcano, extinct these many thousands of years.

In the southern portion of Lake county, there are mineral springs rivaling those of Europe in curative qualities, surrounded by first class hotels and resorts. Clear Lake is the largest body of fresh water in California, on which speed boating, swimming, fishing, etc., is enjoyed.

The same is true of the Blue Lakes, including Laurel Dell Lake. All are extraordinarily beautiful and surrounded with a string of hotels and resorts, as the result of which Lake county is becoming yearly more popular among vacationists and tourists.

Mendocino county is rich in redwood timber. Here hundreds of acres of giant redwoods are found—many such groves bordering the marvelously scenic Mendocino coast.

There are many streams, with good fishing, as well as sporty hunting areas, in Mendocino county. With the advent of good roads, Mendocino county is coming to the fore as a county in which to spend considerable time.

The same is true of Humboldt county, where many more acres of giant redwoods abound, together with 800 miles of fishing streams, and many miles of shoreline, rugged and scenic.

(Continued on Page 108)

The Lake of the Sky

By Eleanore F. Ross

Sunshine

IT is a lake of moods,—this Lake Tahoe—"Lake of the Sky." From the deck of the little white steamer that makes the daily trip along its shores, I have watched the crystal clear waves roll away from the boat's prow like liquid glass, so calm, so pellucid, one could see down through the pale green waters to the white sands below; so beautifully complacent it is difficult to believe that certain depths are unfathomable.

A stretch of smooth, palely blue, oily waters, and then, a faint whisper of wind, like a passing sigh, and the dreamy surface is broken up into white-crested breakers, and the color changes into a dark and stormy blue. It is a study in itself,—this beautiful expanse of water, lying between the snowy peaks of the hoary old Sierras!

Seen from the green banks of Tahoe Tavern, for the first time, early in the morning, when filmy white mists, like wraiths, are fleeing along the beaches, and vanishing into the dark pines marching up the mountain sides, the beauty of it breaks upon the vision like something more of Heaven than of earth. Out of the maelstrom of city streets, your train has wound its way across the breathless Sacramento Valley, through the orchards of the Eastern counties, over mountain passes, along green canyons, by the rushing waters of the Truckee River, to the hospitable portals of the Tavern. A feeling of peace descends upon you; you breathe deeply of the clean, pure air; there is a healing quiet over everything; from the green lawns of the gardens, under ancient, whispering pines, ripples of chatter and laughter come occasionally, only to emphasize the restfulness of it all.

Only the quiet of a day or so, and the desire arises in you to become part of the gayety which pervades the spacious Tavern on special occasions. You discover that the management has a well-thought-out plan to stimulate interest in early California history, of which the Lake region is in itself, an important factor. You learn of Pioneer Day, commemorating the lives of such characters as Mark Twain, General Fremont, the members of the Donner party, and others who were active in the "days of forty-nine."

Indian Ceremonial Day is described to you, when Indians foregather from miles around, to take part in their weird incantations, and to revive the rituals which are vanishing with the race that originated them.

Rodeo Day!

"The crack of whips, like shots in battle,—
The melee of horns, and hoofs and herds."

Rodeo Day is given over to these, and to the cowboys who ride in from Nevada, over the trails that once echoed to the jingling spurs and fiery hoofs of their forefathers.

Aside from these "special" days, all outdoor sports can be enjoyed at the Tavern,—golfing, boating, swimming, fishing, hunting, speed boating, horseback riding, motoring. Fourth of July is a day of boat races, as many as seven "Stevens 26" speed boats having been entered at the last Independence Day celebration.

Ah, but Venetian Night is the most romantic, the most beautiful of all "special" nights at the Lake. It is held when the moon is at her best in July; all the boats are decorated and illuminated, an Italian Street Carnival is held on the Pier, everyone taking part being costumed as Italians. Could you imagine anything more entrancing than "Venetian Night" at Lake Tahoe?

Snow

The strange blue hush that comes with snow.

Moonlight on the white roofs of the Tavern; on the snow-laden branches of the pines; on the dark blue waters of the lake. Moonlight mingling with the many colored lights that gleam out from the living Christmas tree in front of the wide Tavern porch; a Christmas tree that measures sixty-five feet in height! Inside the Hotel the yule-tide season is in full swing. Great branches of greens decorate the tables, the mantel, the antlered chandeliers; a roaring fire is in the immense fire-place, casting a rosy glow on the dark-beamed ceilings. It is a setting that seems to have been created for the holiday time, and resembles a baronial hall of merrie old England, "when knighthood was in flower."

If the weather remains fine and clear, skating on the small lakes and ponds adjacent to the Tavern will be enjoyed by young and old and middle aged; for everyone forgets the dignity assumed in the marts and drawing rooms of the city, and mingles with the rest of the youngsters, all intent on having the biggest time of their lives.

If old Sol wants to hide his head, we will all repair to the big indoor skating rink provided for us, and skate to the strains of fascinating orchestra music. We may do that, any time, day or night, and it seems to be especially enjoyable in the evening, when the rink is filled with gayly-appareled women, and jolly men and boys, all whirling and cutting capers to the tune of the piper.

A toboggan slide is located in Ski Canyon, which has been selected as an ideal playground, and there are hills of various heights for the thrilling sports of sledding and skiing.

For the holidays, it is expected that some professional ski champions will be on hand. There are always, at the Tavern, instructors in the different sports and they will agreeably aid and abet all those who desire to perfect themselves in any of these out-of-door accomplishments.

There is always felt, too, through the happy days of playing in whatever sport one may choose as the most pleasurable, a feeling of being very much "at home"; of having a personal interest taken in one, by the cordial managers of the Tavern, and for this reason, a great number of San Franciscans make reservations months in advance, for the coming holiday season.

* * *

It is just a little chilly, isn't it, out here under the dark pines, even if the moonlight does attract us, with its age-old power? Let's go in, to the blazing fire, and the hospitable baronial hall. We might sit by it, for awhile, before we retire—rather early—for tomorrow is going to be a strenuous day, and like the rest of the children, we must be up early, to welcome the old Saint, who finds his way, even into the remote Sierras.

First comes a faint echo of bells, over the frozen spaces; then the sound becomes louder, until the sleigh, with its precious load, is outlined against the dark pines.

Kris Kringle, white beard, fur coat, the regular jolly old fellow of centuries of traditional yuletides, snaps his whip over the backs of his barking pack.

We must welcome his cheerful and rosy presence, as, with bells ajingle, driving his sleigh, with its long string of Malamutes, he comes over the deep snow up to the Tavern door. Every child in the Hotel receives his Christmas gift.

Snow Scenes at LAKE TAHOE

1. Tahoe Tavern.
2. Lake Tahoe.
3. Winter Sports.
4. His First Ski.

Reached via Southern Pacific

The Stock Exchange and Industrial Development

The history of American corporate enterprise is fascinating and absorbing, extending as it does over the past century. The early land companies, the turnpikes, canals, and in due time the early railroad companies were among the forerunners of the great group of enterprises which today constitute the warp and woof of industrial America. All the world has marveled at the size and excellence of our railroad system. It has wondered at the efficiency and the perfection of our telephone developments, and it has been amazed at the extent and the service of our hydro-electric power enterprises.

It is a fact of great significance that not only our railroad, our telephone and our hydro-electric power companies, but all of our great business institutions of national scope are corporations. It is equally significant but frequently overlooked, that corporate financing in its earliest conception, contemplated public participation. In their formative stages these corporations faced excessive costs and risks which, unless shared by numerous stockholders, would have made the undertakings impossible.

Changed Situation

Today, however, we find a vastly different situation. Our major corporations have passed through the difficult period of formation, and are now entrenched with years of successful operation. The continuing stabilization of industry has brought, in stock ownership, an entirely new group of investors who, because of this increased safety of principal, have found a satisfactory outlet for their surplus funds. One of the most outstanding examples of widespread stock ownership is found in the American Telephone and Telegraph Company, which has in excess of 420,000 stockholders.

Paralleling the development and the expansion of industry through the corporate form of organization, we find an equally rapid development in the security markets of the nation. And it is through these markets that the public has had ready access to the purchase of securities. The security exchanges of the nation have been the channels through which the investable funds of this country have poured into the arteries of industrial and commercial enterprise.

Same in California

California's experience has in many ways paralleled that of the nation. The development of the major security market of the West, the San Francisco Stock and Bond Exchange, has had a great bearing on California's industrial development. A strong local security market not only serves industry by bringing to it the funds necessary for its operation and expansion, but such a market makes available to the investing public of California and the Pacific Coast, securities of merit.

The wide participation of investors throughout the state has made possible the outstanding growth of our industries, many of which have gained national recognition and distinction. On our local security market are to be found the stocks and the bonds of our public utilities, our commercial and manufacturing enterprises, our agricultural product developments that have reached the stage of incorporation, and also the securities of our oil companies, our banks, our sugar and refining enterprises, and, in fact, every phase of business endeavor. This wide market, easily accessible to all Californians, provides diversification and safety for their investable funds.

Increased Activity

The increased activity on the Exchange over the past year has been manifest in the number of shares that have been bought and sold. During the year ending September 30, 1926, the total number of shares traded in amounted to 9,702,078, while the volume for the year ending September 30, 1927, reached the grand total of 11,332,159. This is an increase of 17%.

Sidney L. Schwartz, President
The San Francisco Stock and Bond Exchange

Simultaneously with the increase in the number of shares traded in, the money value of these shares has advanced but slightly, because of the fact that throughout the past year, many of the higher-priced stocks reduced their par value. Many of the corporations whose securities heretofore had been of $100 par value, reduced this figure to $25.

One of the most interesting experiences of the year is the increase, during the latter part of the year, in the volume of transactions in industrial shares as compared with the volume of trading in oil shares. Our large volume of business during the early part of 1927 was a result of the tremendous activity in the oils, while in the trading during the last two months, with a volume almost equal to the oil market, we find the industrial shares dominating the trading. In fact, during these last two months, the dealings in oil shares has been inconsequential.

This transition is brought out most strikingly by an analysis of stock transactions comparatively for the years 1926 and 1927. The trading in oil shares fell off 50%, while the general industrial shares increased more than 100%. The public utilities increased comparatively, also. The most significant fact brought out by this analysis is not that trading in oil shares has fallen off, which was to have been expected in view of the situation in that industry, but that trading in industrial shares has increased so remarkably.

(Continued on Page 119)

In Frijoles Canyon

With color everywhere and always, is this perfectly preserved ceremonial cave which played so large a part in the life of the Cliff people.

Reached via Santa Fe

Photoplay Favorites

Lena Malene
Cecil deMille Star

Audrey Ferris
With Warner Bros.

Edna Marian
Hal Roach Comedies

Thelma Todd
Paramount Productions

Maria Corda
1st National

San Francisco—Locale of Lustrous Wonders

By Josephine Young Wilson

A Beckoning Locale

San Francisco, as locale for supreme motion pictures has, as yet, been undiscovered by magnates of the screen.

Beckoning with her fascinating attractions of land and sea, the City by the Golden Gate offers the motion picture world opportunities to immortalize new and lustrous wonders.

Scenic beauties in and around this western metropolis compare superlatively with those found in any other part of the universe.

"Enthroned on hills, San Francisco captivates."

Everything, anything, practically—can find background and fulfillment in San Francisco.

Yet few, very few producers, comparatively speaking, have used this city of enchantment for motion picture purposes.

Legends and Romance

Legends, romance, historical episodes, commerce and trade, dramatic stories, teeming with authenticity, social activities, the millionaire and the toiler, all—are here to add their glamour to the screen.

A mighty drama is written every day of the year—here, where Nature lavishes her gifts with constant calls to the cinema!

Seen from the harbor—this maritime city resembles a rejuvenated empire, whose glories emblazon the pages of history.

Suavities of fluctuating detail accent San Francisco's horizons. Tall and stately structures take on the semblance of fantasy as they define progress, tempered with stability.

Colorful and romantic San Francisco greets the eye from majestic hills.

They tell an eloquent story.

Pictures-and-Pictures

Ever has the enchantment of the ocean and the bay distinguished this city.

What wealth of opportunity; what episodes; what thrills and loveliness to be recorded on the film!

Just why this city and its environs have not been recognized a veritable bonanza for motion-picture productions, transcending the wealth of its gold mines, is an unfathomed mystery.

"The Bay spreads out below San Francisco like an animated poster keyed in blue and silver," writes Fred Brandt collaborating with Andrew Y. Wood for a Chamber of Commerce publication, "with Yerba Buena, Alcatraz and Angel islands tinted details in the foreground.

"Across the gleaming water, the roofs of Oakland, Berkeley and Alameda are shingled with sun crystals and, in the distance, Tamalpais and Mt. Diablo bulk against a curtain of azure."

The Golden Gate, with ever-varying magnificence, offers picture after picture in glowing rainbow colorings, transcending anything that has ever been portrayed upon the screen.

Gardens and Homes

Gardens filled with flowers of myriad varieties grow luxuriantly the whole year round, in lovely home-sites clustered within portals of the Golden Gate.

Mansions of millionaires; bungalows of more modest means, offer alike, "glimpses of heaven to keep our hearts in harmony."

Down the peninsula, in Burlingame, in Palo Alto, in San Mateo, and other adjoining cities of San Francisco, there are gardens and homes so exquisitely beautiful that they look like story books de luxe illustrated by the masters.

Cycloramic loveliness and trans-bay towns in "Marvelous Marin" have unexplored pictures to unfold.

Commerce and Trade

Upon the waters of San Francisco Bay ships are constantly discharging, or loading, cargo.

Mysterious themes, more thrilling than those which arouse one's emotions via the screen are written in phrases illumined with commerce and trade, practically every hour of the calendar day.

More wonderful chances for: "Camera!"

Edifices, Too

Religious and educational edifices, in a city which rose from ashes but a short time ago, are notable in purposes and architecture.

The famous old Mission Dolores, founded by Padre Junipero Serra, still stands in all its pristine and sacred glory, with few touches of preservation to historic originality.

What a volume of foresight and courage the old adobe Mission has for coming generations!

Chinatown and the Cosmopolitan Scenes

"With its pagoda-like roofs, its bazaars, its restaurants of amazing orchestration and stranger East-West decoration, it is easy to understand why Chinatown sways the imagination of the wayfarer."

Exotic are its streets and alleys.

Continuing on, out through Chinatown, one finds himself in "Little Italy."

"Bristling with contradictions, San Francisco presents a paradox in being the most intensely American, and yet, the most cosmopolitan community on the continent."

Certain districts along the Embarcadero are epitomes of Rome and Naples. Other settlements in other portions of the city where Greek, Russian, Slav and other nationalities congregate, give one the impression that archipelagoes have spilled colonies of foreign born into the city's borderland.

Nations of the earth contribute to San Francisco's daily life, writing human documents in their own languages.

Life, here, appears like a festival—both the eye and the ear beguiled by fantastic nuances.

World in Miniature

Cradled as a drowsy Spanish pueblo; reared as a prodigy of the mines; nurtured on exhilarants of gold-spangled days; inspired and ennobled by the Padres—San Francisco, city of St. Francis, has moods and colorings mounting a scale unequaled by any other metropolis.

Locale for motion pictures!

Swing open, wide—the Golden Gate, and behold:

There lies, SAN FRANCISCO, a picturesque world in miniature.

Fascinating Stars of 1927

Billie Dove
in "Louisiana"
1st National

Virginia Lee Corbin
in "No Place to Go"
1st National

Fay Wray
Paramount Star in "The Wedding March"

Lola D'Avril
in "The Valley of the Giants"
1st National

Maria Corda
in "Helen of Troy"
1st National

ORECOURT OF THE RESIDENCE OF
ENJAMIN R. MEYER

Courtesy of Gordon B Kaufmann
Color by Norman Kennedy

"Galatea"—A Water Nymph

From the original oil painting
By William Barr

Stars of the Silver Screen

LEATRICE JOY—Beautiful, entrancing Leatrice Joy, a Cecil B. DeMille star, appears as the frontispiece of the Christmas Edition of the San Francisco News Letter in her character portrayal of the original Eve.

This cinema celebrity has appeared in many Cecil B. DeMille productions, her character portrayal of "The Angel of Broadway" being one of her recent starring roles.

Beauty of figure, beauty of face and with a charm indescribable in its subtlety, Leatrice Joy is here pictured in one of her most tempting characterizations.

* * *

SCREEN LUMINARIES—Lovely faces, charming mannerisms, gorgeous gowns and the grace to wear them smartly.

Qualities like these fascinate.

When they beam from out the printed pages, we are held in allurement and find ourselves admiring anew the luminaries of the screen.

* * *

MADGE BELLAMY—She is a lovable star of the Fox Films who won her first important screen success in the film version of "Sandy." She scored success in "Ankles Preferred," "Summer Bachelors," and "Very Confidential," and has now completed a starring role in another scintillating comedy, "Atlantic City," in which she plays the part of a hosiery saleswoman.

Madge Bellamy is very popular in San Francisco.

* * *

SAN FRANCISCO STAR—Janet Gaynor, the San Francisco girl who won fame practically over-night through her performance of "Duane" in the Fox Version of "7th Heaven," directed by Frank Borzage.

She followed this performance with one of equal merit in "Sunrise," not yet released outside of New York. This is F. W. Murman's first American production for Fox Films. Miss Gaynor is again working under the direction of Borzage in a play with an Italian background.

* * *

BILLIE DOVE—One of the lovely faces beaming out of our pages in this Christmas issue is that of the adorable Billie Dove in her character part in "Louisiana," First National Picture. Beautiful Billie Dove became a full fledged First National star in "The American Beauty," directed by Richard Wallace.

* * *

VIRGINIA LEE CORBIN—"No Place to Go," a First National picture with Virginia Lee Corbin and Yola D'Avril, principals in support of Mary Astor, is a fine vehicle for these cinema favorites. It is a delightful comedy drama directed by Mervyn LeRoy and includes in the cast, Myrtle Stedman, Jed Prouty and the hero, Lloyd Hughes, playing opposite Mary Astor.

* * *

Yola D'Avril has a leading role in "The Valley of the Giants," providing splendid opportunities for a display of her beauty and acting ability.

This "Christmas Calendar," posed by Chester Conklin, as Santa Claus, and his two assistants, Shirley Dorman and Ivy Harris, constitutes our front cover this year. We are indebted to the Paramount Pictures for the courtesy.

FIRST PICTURE—The very first short commercial moving picture, "The Kiss," was produced in 1897.

The first real motion picture was: "The Great Train Robbery," produced in 1906.

* * *

FAY WRAY—The first big picture released by Paramount in which Fay Wray appears under her contract, is "The Street of Sin," in which Emil Jannings makes his second starring appearance since coming to this country. This picture is to be released sometime about the first of the new year, and will present Fay Wray in the leading feminine role.

She has the leading feminine role, also, in Erich von Stroheim's production, "The Wedding March," which will be released by Paramount Famous Lasky Corporation sometime in the Spring.

* * *

MARIA CORDA—"The Private Life of Helen of Troy," a First National picture, will star Maria Corda, acclaimed "one of the most fascinating women in the world" by DeVadast, Hungarian painter of Queens. She was selected to play the important role of Helen of Troy after many other screen stars had been considered.

Mme. Corda (wife of Alexander Corda, former UFA director) has starred in "The Last Days of Pompeii," "Samson and Delilah," and "Dance Fever."

* * *

SUE CAROL—Sue Carol was one of the principals in "Soft Cushions," with the vivacious star essaying a part displaying her cleverness and vivacity.

* * *

"THE CHINESE PARROT"—Anna May Wong, who made much fame for herself in "The Chinese Parrot," appeared with many cinema celebrities in this Metro-Goldwyn-Mayer production, Hobart Bosworth scoring high in this colorful photoplay.

* * *

WARNER BROTHERS ENLARGE FIELD FOR THE VITAPHONE—The success of the Vitaphone has prompted Warner Brother to enter a still wider field for the marvelous invention. With "The Jazz Singer" as the first motion picture production to have the Vitaphone interpolated into the telling of the story, Warner Brothers announce preparations for another production to be made immediately with Vitaphone portions in important sequences.

"The Lion and the Mouse," from the famous Charles Klein stage play has been prepared for the screen by Robert Lord, handling it with the Vitaphone to aid in unfolding the story.

* * *

PANCHROMATIC ART—Striking effects are today produced on the screen by what is known as the panchromatic film, by which through the black and white print, definite color values are shown, particularly flesh tones.

Al Lyons
Leader of Orchestra
Warfield Theatre

Frank Jenks
Leader of Orchestra
at Granada Theatre

"A Lace Idea"
Fanchon & Marco Presentation

Top—Gino Severi—*California Theatre Leader*
Center—Emile and Romaine

Edna Covey, *Ziegfield Star,*
and her company Hi Hatters

AT WEST COAST THEATRES

A Typical Group of West Coast Dancers

Theatrically...Where Do We Stand?

By "WHIT"

It is not the object of the writer of this article to discuss the character of the "movies," but rather theatrical fare, both cinematic and legitimate, as it is found in California, and to mildly analyze the condition of affairs in connection with the local dramatic world.

In the matter of legitimate drama or the cinema—where do we stand? Where are we headed; what does the publicity regarding "Coast producers" mean; are motion pictures improving, standing still, or slipping backwards . . . . what is happening on our own "rock bound coast," San Francisco?

Today the purchaser of any sort of amusement ticket, whether it is "the man on the street," or the shop girl, is wise to the show business. The public is conversant with its theaters, the press agency is on the wane, for there has been too much exaggeration and too little truth.

This is the way I have sized up the situation:

You cannot produce for the West coast alone, and there are no money making bookings outside of the principal coast cities. Once you stray from the main railway line, your financial condition becomes precarious. The "one night stand" went out with the bustle and peg topped trousers; the movies have the call in the smaller towns, even in Stockton, Sacramento, San Diego, Tacoma or any community of similar population.

For instance, in Sacramento and Stockton, the road shows must play in the civic auditorium of those cities. Built for conventions, these auditoriums, while they have a practical stage, offer none of the comfort and luxury of the cinema house and even a good show becomes tiresome because of the very surroundings.

Can you produce for Los Angeles and San Francisco? You can not; figures don't lie. One play was brought to the coast recently, an entire company of principals and two carloads of scenery; the chorus was recruited on the coast. What that show lost in actual spending money would have built a nice little motion picture house. Other shows have come out from New York, with reputations behind them, and have been dismal flops in both of California's principal cities.

Think this over . . . . These companies carried "coast tickets" for each member of the troupe. That means a ticket bought back in the neighborhood of Kansas City for a trip to California and return. Yet the railroad companies collected $4,134.90 for the transportation of the company and the baggage cars from that Kansas or middle west point, back to New York. How many New York producers, knowing these facts, will venture into the hinterland?

Los Angeles built its El Capitan Theater. This was to be the "home" of California productions. Did it succeed? Ask the producer of "Castles in the Air" how much he lost at the El Capitan and in San Francisco!

One success, above a few others, stands out in the present California season. That is "Gay Paree," and this particular attraction was a salacious show.

Henry Duffy, with his string of stock companies, can produce, successfully, in California. Why? Because Henry Duffy is a smart showman, because he is "clean," and the public realizes that it can take mother, young sister or grandmother to a Duffy show without being forced to remark: "I didn't know it was this kind of a show." Duffy is a good gambler, his productions in a spectacular way will measure up to anything New York does and his companies are chosen for type and ability rather than for mere "names."

Curse the movies as much as you want . . . . and many of us do, they have established a precedent in the way of building amusement palaces that the producers of legitimate drama must emulate to fill their houses.

What was the theater before the movie house came into the field? Not much to brag about! Gloomy, cheap, smelling of dust and last night's audience, uncomfortable. The movie magnates built theaters which were a vast improvement over their legitimate brothers. The corridors, or foyers, hold overstuffed chairs and lounges, the front of the house is ablaze with lights, and the movie folk have taught their legitimate brothers how to spend money in advertising.

The legitimate theater charged $3.50 per reserved seat; vaudeville cost $1.25, but the best in the movies can be

(Continued on Page 125)

Society

By Antoinette Arnold

Christmas in California By the Famous Golden Gate

Christmas by the Golden Gate!

What could be more glorious, more alluring?

They who have spent Christmas in San Francisco know that this magnetic metropolis is a happy hunting ground.

Here it is that Society lavishly stages its festivities and keeps aflame the warmth of western hospitality. Christmas in California is like a page from out some de luxe story book.

"California, the land of dreams," someone called this glorified stretch of soil. "Fascinating San Francisco" is a phrase used by advocates.

Society, in a definite way, is greatly responsible for the lure of the city of St. Francis.

They who comprise the personnel of its smart set, not only share advantages of world-wide culture and pulchritude, but many of San Francisco's society folks have achieved honors in fields of music, literature, painting and the kindred arts.

Just to possess millions in property rights, in bank accounts, in stocks and bonds, is not sufficient to merit high places within San Francisco's exclusive social realm. One must have a background of heritage. Or, having "arrived," must contribute consistently to the high social prestige typical of its peoples.

"Warder of two continents," wrote Bret Harte.

Other poets, other writers, California's immortals—Robert Louis Stevenson, Joaquin Miller, Mark Twain, Charles Warren Stoddard, Frank Norris, W. C. Morrow, Jack London, George Sterling — have extolled the grandeurs of the city they loved so well. Living notables, Ina Coolbrith, Gertrude Atherton, Kathleen Norris, Charles Norris, Ruth Comfort Mitchell, Charles Caldwell Dobie, Herbert Bashford, Harr Wagner, George Douglas, Thomas Nunan, Vingie E. Roe, and the beloved "Annie Laurie," dean of newspaper women, have all visualized the grandeur of the City by the Golden Gate, in poetry or prose.

Mrs. D. C. Heger

What a galaxy of brilliant names!

Society?

The best society. And so acclaimed by millionaires whose drawing rooms in mansions, unsurpassed in elegance, anywhere, are frequent salons for the erudite.

The Hon. James D. Phelan, former United States Senator, is beyond comparison the royal host. There is scarcely a week-end throughout the calendar year, when his beautiful country estate near the Saratoga foothills, is not a setting for some elegant society event. World celebrities, visiting the Pacific Coast, are constantly being entertained by this princely Californian.

Mr. Phelan, a world-traveler, always returns after extensive tours to his California home where the latchstring swings freely for those whom he chooses to fete and to honor.

The country home of Charles Norris and Kathleen Norris has always been a magnet attracting famous people to the hospitable fireside of the noted Norris family.

They are building a new home in Palo Alto, and when completed, it will be one of the most distinctive and attractive homes in the University city. Best of all—the Norrises are beloved!

Society is consistently proud of its litterateur and encourages, urges and stimulates the inspirational in all the arts, adding substantial glamour and appreciation to superlative achievements.

Society is often the first to acclaim and congratulate!

* * *

Social Work, Aim Of Local Society

Social work, with a well-planned purpose, is the aim and ambition of those prominent in San Francisco.

Mrs. D. C. Heger, esteemed in western society for her consistent and purposeful devotion to big social work, has been instrumental in activities where ability, refinement, character and graciousness reflect San Francisco's social service.

Mrs. Heger has been presiding executive and leader of distinctive events. She has headed committees in the entertainment of visiting royalty. In many of the enterprises presented by the city, the church, or by society, this noble-hearted "Lady-of-Quality," has been a guiding genius.

What a responsibility to head a finance committee!

Yet this is a position held by Mrs. D. C. Heger, as chairman of the Finance Committee of the San Francisco Women's building.

Mrs. Heger acted as chairman of the Building Committee all during the constructive process. To her judgment is due much of the magnificence of this structure of which women, universally, are so proud.

* * *

Fairmont's First Lady

Mrs. LeRoy Linnard, whom admirers term: "The First Lady of the Fairmont" has captivated local society with her sincerity and charm. She rules with loveliness over affairs which she has given in the stately hotel on Nob Hill.

Notable among elegant events was a luncheon at which Mrs. D. M. Linnard and Mrs. LeRoy Linnard presided jointly in greeting their guests. This luncheon was exquisite in every detail.

Mr. and Mrs. LeRoy Linnard are now located in their handsome bungalow built on the very top of the Fairmont

(Continued on Page 94)

Miss Evelyn McLaughlin
Mrs. Nancy Buckley

Dr. Cora Sutton Castle

Miss Barbara Ballon
Mrs. E. J. Butterfield

Western Genius

By Eleanore F. Ross

In an age that applauds exhibits of paintings which resemble the imaginings of members in an asylum for inebriates, in the frenzied urge to be classified as "modern," we should turn gratefully to those small groups of talented people who are cherishing the torch lighted from the divine fire of a rational and enduring genius, in art.

The News Letter has always upheld and encouraged those who believe in constructive art, and each year, in the Christmas Number, it has been our custom to publish reproductions from the paintings of the few survivors of the old guard, who are still maintaining the defense of the intrinsic spirit of sane and brilliant talent.

"The Official Artist To the American Navy"

Admiral Coontz of the United States Navy, after he had seen the photograph of the picture: "The American Fleet off Wilson's Promontory," reproduced in this Christmas Number, wrote to its creator, Charles Henry Grant: "It recalls very vividly the days when we were bucking the monstrous seas in that Australian bight. I have framed the photograph and have given it a prominent place in my office."

Charles Henry Grant

The picture was painted by Mr. Grant in the days when he and Admiral Coontz (and others) were experiencing the thrilling episodes which took place during the cruise of the United States Navy to the Antipodes, in the month of July, 1925. It is one of the innumerable materialized memories which the artist has worked upon ever since his return to this city, and has been reproduced in many of the prominent journals of Hawaii, Australia and New Zealand, in the capitols of which Mr. Grant was extensively entertained.

He was a guest of honor during this cruise at all the functions given to the officers of the Navy, including those given by Governor Farrington of Hawaii, Prime Minister Bruce of Melbourne, Australia, former Premier Allen of Victoria, Prime Minister Coates of New Zealand and other notables and officials of the Colonial governments. Mr. Grant is a New Yorker by birth, but has resided in California for so many years that he feels he should be considered an "adopted native son."

"Who's Who in America," that blue book of American aristocracy of brains, has published the biography of Charles Henry Grant, and he is also listed in "The National Encyclopedia of American Biography."

The Painted Desert

A painter of "poetic color," John Frost, whose picture, "The Desert" appears elsewhere in this issue, inherited his particular talent from his father, A. B. Frost, whose illustrative brush elucidated the artistic as well as the humorous side of American life, with a peculiarly native flavor, several decades ago.

Mr. Frost is a Philadelphian, but after many years of travel, he came west in 1918 to stay. He has chosen Southern California as the ideal place in which to set up his studio, and here he depicts the desert in a style that might be classified as impressionistic, for while he paints effects of luminosity, it is his very personal gift to see unusual and poetic color and yet to harmonize this with the beauty of things as seen by the average eye.

Whether portraying the bracing air of the Sierra peaks, the romantic villages of Baja California or the dry and vibrant light of desert wastes, he never flags in his pursuit of the mysteries of light and atmosphere which render his canvases so charming, and which he has caught so successfully in his picture "The Desert."

An Alaskan Artist

Mr. Sydney Laurence, whose painting, "Mt. McKinley," appears in this Christmas issue, is well known in both American and European galleries. The subjects he handles most extensively are Alaska and the sea. His early marines brought him fame in England and France. Then, for a period of thirty years in Alaska, as railroad-laborer, prospector and gold-miner, his art became a dim, evanescent memory.

Sydney Laurence

This time, however, when his brush lay idle, yielded him a wealth of experience, which later one sensed in his Alaskan paintings. In the shadow of majestic Mt. McKinley, where for ten years he had prospected and suffered unending hardships and disappointments, he found his pot of gold in the recovery of his lost art. The original painting of Mt. McKinley now hangs in the National Art Gallery in Washington, D. C. This, and his famous "Northern Lights" are perhaps his best known works.

Mr. Laurence studied in New York, Paris and Rome. He exhibited his first picture at the National Academy of Design in 1882; Paris Salon, 1890; received honorable mention, 1894. He is a member of the Royal Society of British Artists, London; is a complimentary honorary member of the Cheltenham Fine Arts Society, England, and of the Salmagundi Club, New York.

There is, for the lover of the Northland, and for those who have not been fortunate enough to view the eternal snows, a fascination in Laurence's pictures of the country he knows so intimately; in the weirdness of dimming shadows and lurid reflections, in the opalescent fires of his sunsets, in the sheer beauty of color and tone. Some of Mr. Laurence's famous paintings are on exhibit at the Nugget Shop, Juneau, Alaska.

Old Indian Work Shop
San Juan Capistrano Mission

From the painting by
Frank H. Cutting

"I envy them, those monks of old,
Their books they read, and their beads they told."
—*G. P. R James.*

Carmel Artist

"De Neale Morgan's choice of painting ground offers her a marvelous theater of inspiration. Here she can present at will the interesting characteristics of the pines and decorative cypresses or the long undulations of the flower-covered dunes, losing themselves on the horizon to the background of the sea in its inexhaustible gamut of changing tints of blue."

De Neale Morgan

This is what the art critique of the "Revue du Vrai et du Beau," Paris, France, had to say regarding Miss Morgan's work.

Miss Morgan has exhibited in the principal cities of the eastern coast, as well as in Europe. The cultural West knows her vigorous and sparkling sea scapes almost as well as it knows the beautiful coast itself. She has exhibited, among other places, at the hotels Oakland and Leamington, in Oakland, and just recently, at the new Benjamin Franklin, in San Mateo. Her paintings are almost exclusively interpretative of the wonderful Monterey scenery, and range from the virile, wind-beaten cypress to the delicacy of minute flowers and weeds. She has a strong and vital handling of the brush that we may call "masculine"—for want of a better word. Her picture, "The Headland," herein reproduced, is a splendid demonstration of her talent.

William Barr

Mr. William Barr, whose pictures of "Galatea" and "Tomales Bay" are reproduced in this number, was born in Glasgow, Scotland, where he received his early art training, afterwards studying in South Kensington, London, and Academie Julien, Paris.

William Barr

Since coming to California in 1915, Mr. Barr has painted many of the beautiful landscapes around San Francisco and Marin County, and lately has been devoting a good deal of his time to portrait painting. Some of his important commissions are: Portrait of Mr. John L. McNab for the Union League Club; Mr. Thomas F. Boyle, city auditor, (hung in the city hall); the late John D. McGilvray; Hobart Bosworth; Mrs. Frederick E. Barkelew; and Mr. Gilbert D. Ferrell and others, for the Burlingame Masonic Lodge.

Santa Barbara Artist

Living in an environment that is conducive to creative work, Mrs. Wolcott Tuckerman, whose painting, "Pasco de la Guerra," appears in this number, devotes herself to portraying the beauties of Santa Barbara, that dreamy, semi-tropical city by the sea.

Adobes, both modern and ancient are idealized and beautified under Mrs. Tuckerman's virile brush, and in and around her rancho she finds a field which she seems to have made virtually her own.

She is a member of the California Art Club, San Diego Art Guild, San Francisco Art Association, Washington Association of Artists, National Association of Women Painters and Sculptors and the National Arts Club. The Corcoran Art Gallery in Washington has often included Mrs. Tuckerman's canvases during the past years.

A Nature Lover

An artist whose favorite poem is Bryant's "Thanatopsis," with its deep insight into Nature's "various language," Frank H. Cutting portrays her "eloquence of beauty" in a hundred "visible forms," for his best known canvases, which number over forty, depict sunshine and fog, sea and dunes, mountains and valleys, old gardens, forests, rivers, cypresses, field flowers—a myriad of different subjects.

Frank H. Cutting

Mr. Cutting's boyhood was one of forced intimacy with nature as he followed the plow down the furrows of an almost endless prairie farm. His mother was his first teacher, and under her tuition he was very soon making large oil copies of any colored pictures he could find. His further art studies, after the family moved West, were under professors of the State Normal School of San Jose. Later on he associated with a group of artists who have done splendid work in portraying the coast and inland scenes of Central California—William Adam, Charles H. Harmon, Charles B. Hudson and W. A. Coddington. Mr. Cutting generally has an exhibit at Stanford University, for his home is not far from that nucleus of learning. "Old Indian Work Shop, San Juan Capistrano," published herein, is redolent of California atmosphere.

Painter of Ships

English born, Mr. Henry Bernahl has spent the greater part of his life on the sea, and the sailing ship was his first carrier. He knows a ship as the equestrian knows his steed, the mechanician his automobile, the flyer, his plane. The love of the sea is bred in his bones, and he catches its moods and tenses as only the true lover can.

Henry Bernahl

All during his voyages around the world, Mr. Bernahl studied his subject and made notes that later on, he embodied in his marines. He is now occupied in painting the last of the famous Alaskan packers ships before they finally disappear from the sea. "The Bark," typifying Bernahl's most pleasing mood, is published in this issue.

Painter of Flowers

John M. Gamble was a pupil of the School of Design in San Francisco from 1886 to 1890, and worked at the Academie Julien, in Paris, for three years, in the atelier of Jean Paul Laurens and Benjamin-Constant.

On his return to San Francisco, he occupied a studio in the Odd Fellows Library building on Montgomery street.

He has devoted much of his time to landscapes, showing great masses of wild flowers in the foreground.

His paintings are characterized by directness and simplicity of execution, purity and richness of color and graceful composition.

For the past twenty years, Mr. Gamble has resided in Santa Barbara. His painting, "Blue Lupines," shown in this issue, makes one long for rolling hills, covered with that floral profusion which only a California spring can produce.

Archway of Samarkand, Santa Barbara, Calif.

Sleighing at Lake Tahoe

Santa Claus Visits Tahoe Tavern via Dog Team

Snow Scene at Lake Tahoe

Reached via Southern Pacific

Power Progress

By Frederick S. Myrtle

Two happenings of unusual interest to the electrical industry in the northern section of California occurred during the twelvemonth now drawing to a close.

Melones power house, on the Stanislaus river a short distance below Melones dam, was officially placed in operation June 11th, last. The completion of this hydro-electric project by the Pacific Gas and Electric Company not only increased that company's power generating and distributing resources by some 36,000 in installed capacity but also—a matter of far more importance to the commonwealth of California—fulfilled its part of a co-operative contract which seems destined to be the forerunner of many of similar character. For, in this way the farmers of a large and fertile section of the San Joaquin valley and the power interests operating in that section were brought together in a business agreement for the common benefit of all concerned.

Melones Power House, on the Stanislaus River below Melones Reservoir.

The way was paved for it many years ago, when the lack of sufficient impounded water to encourage proper agricultural expansion in the territory supported by the Stanislaus river watershed first engaged the attention of the officials of the Oakdale and South San Joaquin Irrigation Districts, whose territory includes large tracts of agricultural lands in the counties of Stanislaus and San Joaquin lying between the cities of Stockton and Modesto and having a gross irrigation area of 145,358 acres. The first move was made by the districts in the selection of a reservoir site at the head of Iron Canyon, a short distance from the old town of Melones, where the river forms a natural gorge. The result was the construction of a dam at that point 210 feet in height above the stream bed and 500 feet long on the crest, which impounds the waters of the river into a reservoir of some twelve miles in extent and of 112,500 acre feet storage capacity.

At the time this construction work was decided upon, however, there were financial difficulties in the way. Negotiations looked to the sale of water by the irrigation districts to the power companies operating in that territory, but there had been long-standing disputes between the farmers and the power interests over water rights on the Stanislaus, and there seemed no way of amicable adjustment of these until officials of the Pacific Gas and Electric Company and the Sierra and San Francisco Power Company suggested to the directors of the irrigation districts a partnership of interest and accommodation.

The result was a joint agreement between the parties in interest, formally executed January 15, 1915. The irrigation districts, on their part, agreed to proceed with their proposed dam, at an estimated cost of $2,200,000, and the power companies, on their part, agreed to erect a power plant, to be called the Melones plant, at a point about a mile downstream from the dam and to be operated by water diverted thereat; the plant to cost $2,500,000 and to be capable of generating approximately 40,000 horsepower of electric energy. The companies agreed to pay the districts for the use of the water to operate this plant a total sum of $5,175,000 in semi-annual installments of $64,687.50 each, stretching over a period of forty years, which amount, it was calculated, would be sufficent not only to pay the interest on the water bonds by which the irrigation districts proposed to finance their dam construction, but, also, to amortize the entire issue within the period stated.

The contract was faithfully carried out. The Melones dam was completed in the fall of 1926 and the reservoir created. The Melones power plant followed as stated. The public press generally was laudatory of the enterprise, hailing it as a splendid illustration of the new spirit in business which calls for co-operation among men in the development of resources that can be used for mutual benefit.

Another happening of importance was

(Continued on Page 105)

View of Mokelumne River canyon from Salt Springs dam site.

A Slow Motion Movie of Good Golf

By Joe Novak

Joe Novak, Former State Professional Golf Champion. Novak is also originator of the 1-2-3 idea of teaching golf. A brief analysis of his method is presented in this article.

Good golf is essentially a matter of the right move at the right time. Its basis is the golf stroke, which, as in other forms of athletic endeavor, is nothing more or less than a proper combination of moves—a co-ordination of muscle and brain under ordinary control.

Years of golf experience, as an amateur, as a professional, as a contestant in tournament, and as a student of all styles of play have convinced me that there is really nothing difficult about golf, once the fundamentals have been mastered. A loud and raucous chorus of doubt may greet this statement, yet actual practice of the theory in the teaching of golf to thousands of beginners and more advanced players has proved the contention beyond question.

It is in the swing of the club that the average golfer's troubles are found. Once a good reliable effective golf swing or stroke is standardized—one that can be depended upon—the possessor is on his or her way to a good game of golf. When good form in the golf swing is once mastered it may be applied with equal efficiency to every club from the driver to the putter. And why not?

It isn't the fundamental difference in golf stroke that enables you to sink a ten-foot putt, approach the green in perfect loft or yet drive 250 yards off the tee. True, the force and extent of swing determines distance—but the real difference is in the club itself. A driver is made to drive a ball a long distance—a putter, on the other hand, is used for short distances where the ball is rolled. A mashie has a separate function and so has the niblick and the various irons. In short, its the club, not the swing, that gives the different effects under varying conditions. So we came to the stroke, a factor which analyzes simply enough but in practice is perhaps the most difficult problem in golf.

Follow instructions as I give them in 1-2-3 order.

First, take your position—that is, place the club behind the ball with the left hand. Concentrate the grip to the last three fingers of the left hand, merely using the forefinger and thumb to steady to the club. This gives you the proper grip on the club and yet leaves the arm relaxed.

Second, adjust the feet properly. The left heel should be placed on a line with the ball, the foot pointed in the direction the ball is to go. The right foot should be slightly advanced or forward and both toes turned out slightly.

Third, complete the position by relaxing the right knee. This relaxation will allow the right knee to swing, rotate, or turn the right side of the body forward and thus bring the right hand and arm to the club in a relaxed position. The grip of the right hand should also be confined to the back part of the hand, as with the left hand. Localize your right hand grip in the two middle fingers, using the thumb and index finger to steady and brace the club.

Simple, isn't it? Here you are in position, with all muscles and nerves relaxed, ready for the swing. Now remember that all the power in a golf swing is generated or developed by rotating or turning the body—pivoting, as it is technically known in golf.

For the back swing, one turns from the ball. For the forward swing, you turn towards the ball. The back swing and the forward swing to the ball is broken up into three logical moves and practiced in that way. They are:

First, turn at the waist. This is done by starting to straighten the right knee. Then,

Second, without interruption, give the shoulders a turn to carry the arms around with the club.

Third, when you have reached the end of the back swing, reverse the turn, and the club will come forward to the original position behind the ball.

Co-ordinated and synchronized, these two sets of 1-2-3 movements will result in a natural free and easy golf swing, which, added to an accurate eye, plus practice, will give you a good golf game.

The complete form from start to finish is:

1. Place the club behind the ball with the left hand.
2. Adjust the feet properly.
3. Complete the grip by relaxing the right knee for the position.

For the swing:

1. Turn at the waist.
2. Raise the club with a turn of the shoulders.
3. Swing through by reversing the turn of the body.

For short shots, the major swing is contracted and the swing reduced.

A common fault in golf is the tendency to tense up and hurry with the shot. Concentration is, of course, necessary to the success of any game but in golf, particularly, hurry is inadvisable. Just take your time—no one is going to take your ball away from you if you fail to take your stance and hit the ball in the count of ten. A deliberate, accurate, well-timed swing will not only keep your score low, but will add much to your pleasure in the sport.

The Golf Stroke

By

JOE NOVAK

NUMBER 1

Part No. 1—The Golf Stroke. Getting into position.
Move No. 1—Placing the Club behind the ball with the left hand.

NUMBER 2

Part No. 1—The Golf Stroke. Getting into position.
Move No. 2—Adjusting the feet.

NUMBER 3

Finish of Part No. 1. The Golf Stroke.
Move No. 3—Completing the grip. Position now ready to start the stroke.

NUMBER 4

Part No. 2—A turn at the waist.
(Note slight dragging of the club.)

NUMBER 5

Part No. 2—The Golf Stroke.
Move No. 2—Raising the club with a turn of the shoulder.

NUMBER 6

Part No. 2—The Golf Stroke.
Move No. 3—Reversing the body turn to follow through.
(Note: At impact with ball, position is same as at start of stroke.)

NUMBER 7

Finish of stroke.

Pacific Coast "Champs"

By Lyman Martin

Nineteen hundred and twenty-seven has been a year of unprecedented activity in all branches of sport. The whole country has gone sport-mad. Attendance records have been broken in many sporting events. New and larger stadiums have sprung up overnight. But best of all, more and more people are participating in some branch of sport themselves.

Champions in all lines of activity act as stimuli to the vast multitudes. For this reason, if for no other reason at all, champions are necessary. Competition in football, in tennis, in baseball, in golf, in aviation is one hundred per cent keener than it was five, or even one year ago. And why? Where there were one hundred playing the game then, there are five hundred playing the game now.

We are essentially a nation of hero worshipers. If adulation can goad us into getting out and playing the game, so much the better.

The greatest hero in the United States today is, without doubt, Charles Lindbergh. "Lindy" is not of the kind of metal that desires adulation, yet he consented to make a "Flying" trip over the country that the cause of commercial aviation, which lies nearest to his heart, might be advanced. He was honored, he was worshipped, he was banqueted. The result of his trip? As a specific example, Mills Field, San Francisco's new airport, which was only built six months ago, will have to be doubled in size to accommodate all of the requests that have poured in upon the officials for more hangar space.

And so it has gone with all sport.

* * *

There is an old adage that "they can't come back".

This may apply to boxing, but most decidedly not to tennis, especially women's tennis, where Miss Helen Wills is concerned.

Last January, Miss Wills began to practice over at the Berkeley Tennis Club. She had been forced the preceding summer to withdraw from the national tournaments to undergo an operation. Just how far she could climb back up the ladder of fame in one short year was problematical. But climb she did, far beyond all expectations. She won the women's single title at Wimbledon, England, which, while it does not officially carry the title of champion of the world, it is regarded by all tennisdom as the event that determines world champions. Especially is this true in the women's events. It is there that the world's best tennis players are entered and where the competition is keenest.

After winning the title in England Miss Wills returned to America and won the American national championships in the East.

In tennis they do come back.

* * *

Football fans on the Pacific Coast this year have witnessed close games and thrilling games. Right around the Bay Cities we have three teams of major caliber. Stanford, St. Mary's and California put out teams that would compare favorably with any in the country.

Stanford, coached by the wily "Pop" Warner, can be doped to be one of the best in the country by means of comparative scores. Stanford and U. S. C. tied in their game and as U. S. C. lost to Notre Dame by one point, there is a basis of comparison between Stanford and the rest of the country. The Reds lost some of their most valuable men through graduation last year, but "Pop" managed to weather all opposition successfully.

Last year California was the doormat for all of the teams in the Pacific Coast Conference. This year they surprised all and sundry by winning the first five of their scheduled games, even though they dropped to U. S. C., Washington and Stanford. No coach could have wrought more wonders with a team in one short year than "Nibs" Price.

The securing of Price as the California coach was a master move on the part of California. He is one of the few in the country who is coaching his alma mater. The charge of commercialism entering the ranks of college football can be eliminated to a great extent by securing one of the alumni to coach the teams. High-priced coaches imported from foreign soil unquestionably suggest that the college that offers the most money secures the best coach.

Who would blame the coaches?

* * *

To the Victor Belong the Spoils

On the Pacific Coast we are endowed with champions that are champions.

Our champ of champs is Helen Wills. She is the premier woman tennis player of the world today. During this last year she entered every tournament of the highest order and copped them all. Miss Wills also dances a bit as was witnessed in the Junior League Follies. That makes no difference; she is still the best woman tennis player in the world.

Down in Los Angeles where they teach the boys to run and run fast, Charlie Paddock startled the world a few years ago with his tremendous speed on the track. This year Charlie Borah went out of the West to accomplish an unprecedented feat in capturing both the 100-yard and 220-yard sprint events held in the East under the auspices of the I. C. A. A. A. A. This track meet with all of the initials is always held in the East and is the largest event of its kind in the United States.

Eleanor Garatti, the young mermaid who was developed over at San Rafael, several years ago, is still holder of the world's record for fifty yards in the women's free-style event.

Lester Smith, a member of the Olympic Club, is still showing his heels to most of the mermen on the Pacific Coast. Lester is a veteran of the tank and it is hoped that he will materially aid the aspirations of the Olympic Club for a championship water polo team.

Johnny McHugh, a product of Lincoln Park, and more recently of the Olympic Club, has developed his game through persistent effort, until he is now Pacific Coast Amateur Golf Champion.

* * *

Baseball is essentially and primarily a professional sport. In professional baseball most players are not of the moneyed classes. Their monthly stipend is their sole source of income. There are few who, when they are retired, have amassed any great sum of money. Neither are they in any way particularly fitted to carry on in any other line of endeavor.

This last year one of the greatest figures in organized baseball passed out of major league competition. Here was a man who was a great credit to the national game. Next year he is to manage the Newark Club in a minor league. What President Coolidge has to say about him expresses the sentiment of the American people and all who ever knew him:

> "Newark is to be felicitated on obtaining Walter Johnson to manage its baseball team. His selection is assurance that clean character and true sportsmanship are as highly valued as experience and ability.

(Continued on Page 124)

California Champions of 1927

Lester Smith
Olympic Club
100 *yard champion*

Elenore Garatti
San Rafael
Holder of World's Record for 50 yards

Johnny McHugh
Olympic Club
Pacific Coast Amateur Golf Champion

Charles Borah
Los Angeles
National Sprint Champion

Helen Wills
Berkeley
National Woman's Tennis Champion

Courtesy of A. G. Spaulding & Bros.

Western Air Trails

By Blaine Stubblefield

Public roads are called "highways" because in old England they were built along high places. A road in a canyon or valley would be flooded at times, or would have to cross many streams, and bridges were hard to build. Worst of all, the timber in the lower valleys was infested with robbers, who hid themselves near the road and leaped out on their victims. But on the barren top of a ridge, there was no place where the thieves might lurk. Then, too, the ridges were wind-blown and dry in muddy seasons; free of deep snow in winter. So the trunk roads in our own system of state and federal driveways, whether they wind over hills, along mountain sides, or in wooded valleys, are still called "highways."

While our transcontinuental trunk roads—Liberty, Lincoln, National Parks—are called "highways," they are as a matter of fact "low-ways." The Indians rode along the streams to find fish and game, and they crossed mountain ranges through the low passes to avoid heavy snows and to save climbing. The Indians themselves followed game trails made by animals before them, whose impulses and instincts were much the same. Then came the ox-drawn emigrant trains, still looking for game and easy travel through low mountain gaps, rolling easier in the low valleys. Next came the railroads, seeking water grades and low elevations, tracing again the old path. Finally, the highways, more facile in rough country but still trying to avoid useless climbing, came through the historic "Hell Gates" and "Wagonwheel Gaps" first chosen by wild animals and the Indians.

Snowqualmie Pass, Blewett Pass, Grant's Pass, Emigrant Gap—all are known to the **voyageur**, and to all they bear a sentimental but very real meaning. They seem to symbolize a climax in the drama of a people, leaving the old for the new.

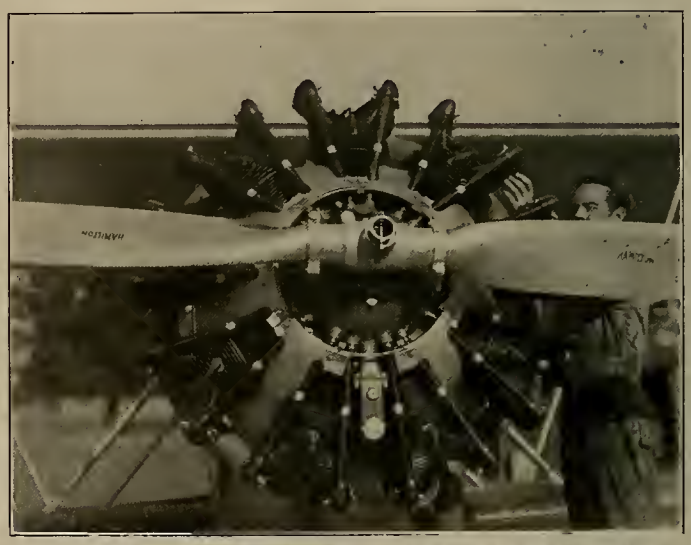
Now, with the sudden but substantial advent of the airplane, it is interesting to note that for the first time in the history of this land, transportation systems have originated on the Pacific Coast and reached back to the East. It is true that the Western section of our first railroad was built from West to East, but the spirit of the enterprise was a Westward movement, and it was financed from the East.

West, from the Pacific shore—is East. The long march is at an end. Here, west of the Rockies, we have what it is interesting to think may be a reactionary movement in the world. Three airlines, flying the country's most important business mail and express, operating on a sound financial basis, reach eastward on a swift daily schedule, far past the midway point across the continent. And these airlines follow again the old trails—not seeking fish and game, or minding the contour of the ground, but to touch the towns and cities which naturally grew up along the old trails, and to take advantage of low gaps in the mountains.

From the Northwest—Seattle, Portland, Boise, Butte, served by night trains to Pasco, Washington, the Walter T. Varney airline flies its planes on a daily schedule to Salt Lake City, riding in the winds and snows natural to that region. Out of Los Angeles, far south under a semi-tropical sun, the planes of the Western Air Express set out daily to span the deserts and mountains between Movie Land and Salt Lake City. From San Francisco Bay with its cluster of towns and cities, a Boeing Air Transport plane lifts out of the mists each morning, bound for Chicago, 2000 miles away, to arrive before another breakfast time.

The Varney planes leave Pasco at 6 a. m. and make their 530-mile hop to Salt Lake City by 1:45 p. m. Western Air Express leaves Los Angeles at 6 a. m., and arrives on the Salt Lake airport at 12:45 noon. Boeing planes, on their way to Chicago, leave the Bay at 7 a. m. and arrive in Salt Lake City at 12:45. Taking all the Pacific Coast mail and express thus concentrated at Salt Lake City, the Boeing planes continue on to Chicago, arriving at 5:45 a. m. the following morning. From Chicago a number of airlines radiate, north to St. Paul, south to Dallas, and east to New York, 31 hours from San Francisco.

North and south along the Pacific Coast, linking the Western air termini, the Pacific Air Transport flies between Seattle, Tacoma, Portland, San Francisco, and Los Angeles, making the 1099-mile hop in 13½ hours.



The Pratt and Whitney "Wasp," 425 horsepower motor, used in Boeing Air Mail Planes.

All four of these air systems, except Varney's, are carrying passengers, besides air mail and express. The Pacific Air Transport, in addition to a number of open planes, operates two cabin Fokkers, one between Seattle and Portland, and one between San Francisco and Los Angeles. Western Air Express has been using open Douglass ships, but plans are now under way to put on large cabin planes at an early date. Boeing Air Transport is operating 24 Boeing air mail special planes, with two mail and express pits, and a comfortable two-passenger cabin, heated, lighted, and ventilated. Three de luxe 12-passenger, 1275 horsepower Boeings are now under construction at the Boeing factory in Seattle, and it is planned to put them on the line about June 1 next summer. Passenger rates the country over average about 10 cents a mile, and speed of flight about 100 miles per hour.

Further development of Western Air Trails depends largely upon continued increase in the use of the air mail service. Passenger carrying is merely an accommodation for the people, and does not make any profit for the carriers.

Boeing air mail plane taking off from Concord Field for Salt Lake City. Pilot Burr H. Winslow is at the stick.

C. A. Allen, aviation editor, New York World, first ocean-to-ocean air mail plane passenger; R. H. Ellis, veteran air mail pilot; and W. G. Herron, vice-president in charge of traffic, Boeing Air Transport.

Instrument board, Boeing Air Transport Transcontinental Mail Plane.

Ruth Aspray Stubblefield, wife of Boeing Air Transport publicity manager, went to Spokane for Thanksgiving dinner in a Pacific Air Transport Mail Plane.

Unloading the air mail and express from the East at San Francisco. The first air express package from Paris to San Francisco was aboard.

Radio Retrospect

By C. J. Pennington

In reviewing the annals of achievements, contributed to our present age of accomplishments, one is convinced that the latest outstanding invention of the age is the radio.

Only a few short years ago, the invention of the telephone caused wonder and amazement throughout the civilized world. Today, radio holds the spotlight. Offspring of electricity, that strange power which even scientists cannot as yet explain, radio is also a mystery and an allurement. Have you stopped to consider the most important improvements that have taken place in radio in the past few years? Do you realize that radio has reached a tremendous magnitude, and our newest and oldest radio fans warm with satisfaction at the marvelous developments? But, after all the advancement, radio remains the same in regard to principles as when first discovered. It is made up of six basic principles, in spite of the thousands of circuits which have been outlined and developed. All circuits are merely adaptations. No matter what principles are used the desired results have ever been distance and quality of reproduction; distance where it is required for a good program, and quality of reproduction all the time.

But, remembering the first stages of radio, it is a satisfaction to see the forward strides recently made. No doubt many can recall when radio was something that a few played with as a toy. Those were the days of the crystal set. Soon after, came the loud speaker. It was not much of a speaker, but the noise issuing therefrom, was considered good at that time. The music in most cases came from an old phonograph, and everyone who listened was held spellbound by this sound coming from a distance without the aid of wires or other connections. Those were the days when radio was a "wireless telephone" and broadcasting stations were not so numerous.

Some time during its development, the word "Radio" was coined, and more broadcasting stations came on the air. Highly paid concert artists would never at first have disgraced themselves by singing or playing over the air. Their reputations would have been ruined beyond all repair, but progress soon changed all that and today concert artists are only too pleased to have the opportunity of broadcasting.

The speed with which radio went ahead was astounding. It seemed as if the whole world had decided to take up radio simultaneously. It was impossible for the manufacturers of sets to keep pace with the demand. Anything that looked and acted like a "radio set" readily sold for a good price. Many persons purchased receivers that were not what they should have been, and the result was in many cases dissatisfaction, for it seemed no sooner would a set be delivered to the purchaser than some new development would make its appearance. It was impossible to keep up with the improvements.

At first, radio fans were anxious to receive stations from great distances, consequently manufacturers turned their attention to the making of multi-tube sets in a vain effort to satisfy the demand. In making such an effort, a sacrifice in tone quality was made. This proved after a time to be not what the public was seeking, and engineers concentrated their efforts to making improvements in tone quality, until today every refinement possible has been incorporated into receiving sets. Simplification was the watch word and the operation of present day sets is a very simple process.

The loud speaker designs were changed in an effort to better tonal quality, all forms and shapes being used to improve reproduction. The audio frequency or the final output of the receiver was the source of much attention. The first efforts here were awarded with success. Better tone quality was produced, but still somthing seemed to be lacking. Or perhaps it was the fact that every person had different ideas as to what constitute good reproduction. However, progress continued and from the beginning, with the horn type loud speaker, the manufacturers have tried all forms possible with the result that they are now going back to the horn type, built on slightly different lines than the original, and it is undoubtedly far superior to anything placed on the market.

Special tubes were also constructed, and now it is possible to obtain a radio tube for almost every individual socket in the receiver.

The cost of operation and upkeep has always been a problem, and it is fast reaching a point where every radio set will be operated from the house lighting circuit, at a very reasonable cost.

The introduction of socket power, more than any other factor, has made radio broadcasting what it is today. Without such a constant, ample, reliable and cheap source of power, radio reception would still be limited to that thin, high-pitched and unnatural rendition, which distinguished the battery-operated receiver of yesterday from the socket-power receiver of today. Well might the radio public have turned away from such synthetic entertainment, once the novelty of the thing wore off. Fortunately, however, the radio laity, as well as radio engineers, now realize that it requires power tubes and real power to produce the rich and stirring depth of genuine music.

It was not until the advent of a practical gaseous rectifier tube that the radio power unit became commercially feasible. However, the gaseous receiver rectifier has been no simple thing to develop. No end of experimentation has gone into making better gaseous rectifiers. One organization has engaged in research and development work for the last seven years, and the work is by no means at an end, for aside from producing a good tube, it is quite another matter to duplicate that tube by hundreds of thousands of commercial tubes to meet the demand from the public.

It is safe to predict that in a reasonably short time there will be no more battery operated sets, other than portable sets, and these will be operated from dry batteries.

Each part of the radio in its progress to present day perfection, has come in for its share of hard study. We do not know what will be forthcoming, but feel certain that the future will surely hold many more great improvements. It is with radio as with all other scientific inventions; there is absolutely no condition that endures indefinitely, in the scheme of the universe. Our wisest plan, therefore, would be to try and understand more clearly that little which we have digested, compare and explain our views to others, and constantly enlarge our viewpoints. They change as more light comes in. So, to escape being didactic, we must keep amenable minds, and avoid dictating, one to the other. For in that very moment when we are elucidating to some listener, he may have an instant's flash of intuition that will leave us breathless, miles behind!

A mile down into the earth a steel suspension bridge provides the only crossing of the turbulent Colorado in Grand Canyon National Park.

Reached via Santa Fe

Personal Gifts are the gifts that give unique delight. Nothing better expresses a woman's individuality than her Bag, Cigarette Case, Holder and Lighter. They are needed to complete the costume ensemble for every occasion.
Courtesy of S. & G. Gump Company, 246-268 Post Street, San Francisco

Insurance and Banking

By Robert W. Neal
Publisher and Editor of the
Pacific Underwriter & Banker

Robert W. Neal

One of the outstanding features of modern business is the tendency of different interests to cross each other. Formerly, each class stood separate and distinct; not so today. We find, for instance, the druggist encroaching upon the stationer, and the tobacco dealer; the latter in turn handling magazines and candy; the newspapers dabbling in insurance, as an inducement to subscribers, and the department store selling everything from needles to threshing machines.

And what is true of business is true, also, of the professions on one hand and of labor and mechanics on the other. In a word, then, modern civilization is becoming so complicated and its different interests so closely associated one with another, that independent and unique lines no longer exist.

Thus we find banking and insurance in their various branches closely affiliated, and banking and law, through their trust departments, working as twins; and at times, banking and farming even, with identical interests and being managed by the same persons.

Formerly insurance was confined exclusively in its life department to providing support for a family when the bread-winner died; in its fire department with guaranteeing against losses by fire; while the bank devoted its attention exclusively to guarding deposits and lending money at profitable interest. Today all that is changed; men take out insurance to protect their business when they die, to pay the taxes on their estates, to guarantee loans that they have made, to protect themselves against claims on the part of their employes for injuries suffered, to secure pensions for their employes, and even to furnish securities for loans if they need them in the future. They not only insure their business against fire, but against loss of time in connection with a fire, against loss of income, against riots and earthquakes, in fact, against any possible loss that they can possibly foresee.

The banker on his part handles estates, sells and buys stocks and bonds, looks after property, even takes charge of sending heirs to school or providing for their care if they be minors. The result is, that he becomes deeply interested in life insurance, because it is part of an estate he must manage; in fire insurance because it covers property for which he is responsible or upon which he has made a loan. He expects the man who makes a loan to carry life insurance in many instances, that will repay it, in case of the death of the borrower. He advises insurance to pay taxes on estates entrusted to his care, so that there will be ready money to settle all claims when the owner passes away. He will not, of course, make a loan on uninsured property, therefore he becomes more or less interested in insurance.

The insurance companies handle vast sums of money, therefore their accounts are prizes to be secured if possible by the banks; in fact, today, the insurance companies are the great savings institutions of the country. They collect millions that otherwise would be hidden in tea pots or stockings, they are always seeking safe and profitable investments, and that fact, of course, brings them into contact with the banks in many directions.

The idea therefore that there is any real reason for antagonism between those engaged in insurance and those engaged in banking is a very serious and to be regretted mistake. That the readjustment of modern business necessarily brings occupations which had nothing in common in the past into conflict with each other today, is but natural; but those differences, those antagonisms, can easily be adjusted by mutual concessions and agreements, for it is not to the interest of those engaged in insurance to injure the banks: nor for the banks to damage the business of the insurance men.

The extension of the banking business has enormously increased the demand for insurance in its various lines. Millions of coverage are written today because of the demand of the banks that would be dropped if they were not interested. In connection with many of the savings banks there is an insurance provision, which provides that in case of the death of the depositor before he has completed the sum that he set out to save, it shall be completed by insurance, which is often carried by an insurance company. When an insured dies, the estate usually reaches a bank in one shape or another, and more and more generally through its trust department. Therefore, the more people who are insured, the more people have estates to be handled ultimately by the banks. Thus the banks are very much interested in the extension of the life insurance business. Of course they insist upon insurance of property upon which they make loans, and therefore they are interested in that line of insurance also. Under those circumstances, any antagonism between the two professions is both unnecessary and unwise. They should work in harmony. The more extensive the interests of either becomes the more extensive will be that of the other.

It is of course unavoidable that in small communities both branches of business, in many cases, are represented by the same person; that perhaps is to be regretted, but there is obviously not business enough in either line in small communities to support one person by any one particular business alone. But that applies only to limited townships. Where the population is sufficient to create a self supporting insurance agency, it is only just and fair that the bank should not interfere with that line: on the other hand the insurance interests should not object to the bank handling insurance where the business is too small to give adequate support to an insurance agent exclusively.

Local conditions must control, and should control, and each individual case must be considered on its own merits.

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Invest your capital in an annuity with The Sun Life Assurance Company of Canada, the great annuity company.

Especially good terms are granted in case of impaired health, and there are many kinds of annuities, including a guaranteed return of purchase price and also joint annuities payable as long as either beneficiaries may live.

Insurance Against Crime

By J. R. Molony
Manager Western Branch Aetna Affiliated Companies

The slogan goes that crime never pays, but the rate at which insurance companies are paying for crime in America in this day and age would indicate that business is good with the law-breaking gentry. The extent to which insurance funds of this country are being tapped by criminal means constitutes a story, even though only partially told, that is far from a Christmas story.

From the insurance point of view, there are two angles to the crime loss. On one side, insurance companies, with their eyes open, sell protection against losses due to criminal operations against their policy-holders. On the other side, the companies are affected by criminal operations of which they themselves are the victims. In the first category fall the losses which companies pay by reason of writing burglary, riot, fidelity and like insurances, where there is a contract between the company and the policy-holder to pay the policy-holder for a loss criminally inflicted upon him. In the second group are those losses sustained by companies which are intentionally and fraudulently caused by the policy-holders themselves, for the purpose of gain, of which "suspicious" fires constitute a large bulk.

The aggregate insured and reported fire loss in the United States in 1926 was about $400,000,000. We hear from time to time of people getting caught at burning up their own houses in order to collect the insurance, but it is doubtful if the general public appreciates the extent to which arson is resorted as a means of getting on in the world. The National Board of Fire Underwriters, the organization of stock companies from whose members the American people secure more than 90 per cent of their fire insurance protection, maintains an arson bureau with a staff of 50 experienced men operating out of central offices in New York, Chicago and San Francisco, for the sole purpose of investigating suspicious fires and running arsonists to earth, so costly is their annual raid upon the country's great reservoir of funds intended for the payment of legitimate losses. It is almost incredible, but the arson bureau of the national board estimates that about 20 per cent of the total 1926 insured loss, or $80,000,000 worth of property, was sent up in smoke on purpose to collect insurance.

Dun's and Bradstreet's know that arson is a business, as witness the fact that their reports always go into the subject's fire record. More indicative are the records of the arson bureau of the national board, which show over 8,000 suspicious fires investigated, with 1045 arsonists convicted in the past 10 years. The apparently small proportion of convictions is due to the fact that arson can ordinarily be proved only circumstantially. There are, and have been in the past, known gangs of arsonists burning on commission, as well as individuals playing lone hands, first in one city and subsequently in others until eventually caught. Oil-soaked rags, touching the match and running, gasoline, and candles are old stuff, but at that, they turn up with astonishing frequency when the fire department gets there in time. As in all business, though the tendency is toward greater efficiency, we will remember having read a few months back of an ingenius electrical rigging whereby the owner of a large stock of goods in Los Angeles touched his stock off by calling his store on the automatic telephone during the night from outside the premises. It worked, but the boys from the arson bureau had heard that the experiment was to be made and got there in time to be able to prove it.

In the same general category fall fraudulent life and accident insurance claims. One case of this type which gained national notoriety occurred in Lodi a few years ago. California court records also contain the story of a man who took out large accident insurances and then deliberately, in the presence of unsuspected chance witnesses, stuck his leg under a moving train and tried to collect. These are merely examples of almost every-day occurrences, many of which are successful because fraud is not suspected or cannot be proved. No collection of statistics is available on which one can estimate the aggregate annual cost of fraudulent claims on this type, but knowing the frequency of them justifies the assumption that they run into several millions of dollars.

In the other category, where the insurance company voluntarily assumes the risk of loss arising out of crimes committed against policy-holders, crime also has its incidents on the fire, life and accident insurance companies. Companies write what is called riot insurance, protecting against the acts of mobs, of strikers and others, a coverage not yet widely carried, but under which the companies collectively paid out $1,750,000 in losses last year. Insurance bears its share also of the cost of sabotage where destruction of property by fire is incendiary, and where plants are wrecked by explosion. That the companies' losses do not yet run into millions annually is because such insurances are not yet widely carried, although increasingly in demand.

No one knows what the life and accident insurance companies pay for the consumption of bootleg liquor and gasoline by the criminal element in this country. We do know that we hold the world's hit-and-run and murder records, and also that life and accident insurances are more nearly universally carried in the United States than in any country in the world. One guess is as good as another, but the $80,000,000 arson loss of the fire companies is probably small in comparison to what the life and accident companies pay to the victims and to the ever-present innocent bystander as toll to the American crime wave.

Indirectly, last year, the casualty companies collectively paid America's fraternity of housebreakers, gas station robbers, bank burglars and highwaymen total salaries of over $11,000,000. This by no means represents the nation's burglary and robbery loss; it is the insured loss.

Trusted employes whose employers had the foresight to know that you never can tell, got away with $16,400,000 that they intended only to borrow and to put back, but never did. The fidelity insurance companies held the sack. Guardians, trustees, receivers and similar fiduciaries no doubt had a good year, as usual, many of them at the expense of surety companies who were on their bonds. The amount of loss cannot be estimated because they are not segregated in the reports of the companies, although they constituted no small total.

Formerly, one could write a check with little concern except as to whether or not there were sufficient funds to cover. With almost universal use of the check book and the consequent wide circulation and acceptance of checks, there has sprung up a demand for check alteration and forgery insurance, as yet in its infancy, though certain to become an important adjunct to the protective facilities furnished by insurance. Five years from now, this form

(Continued on Page 93)

Reached via Southern Pacific

View taken from the dining room of the community apartment of Mr. and Mrs. Walter A. Hoff, showing Italian indoor garden treatment with pool and fountain. Slender Italian cypress frame a view window. Egyptian papyrus and fragrant water lilies grow in the pool, where goldfish disport themselves.

A panoramic view of the Bay and the Golden Gate is seen from the living room which adjoins the indoor garden. Beautiful Italian columns serve as a connecting link between this and the charming garden room beyond.

School Children's Car Spreads Christmas Cheer the Year Round

COMPANY DEDICATES SPECIAL CAR TO SCHOOL CHILDREN AND SHUT-INS

This is the reception given the special car dedicated to San Francisco children and school classes when it arrived at Polytechnic High School. The men standing at the front of the car, from left to right, are: James E. Addicott, Principal of Polytechnic, and T. A. Bragg, Superintendent of Employment and Training of Market Street Railway Co.

WHEN Samuel Kahn, President of the Market Street Railway Company, dedicated the "San Francisco" to San Francisco school children and classes he had no idea "the big white car" would prove a byword with thousands of kiddies. The car was expected to prove popular, but no one dreamed it would soon become one of the busiest vehicles in the service.

To understand the situation properly, it must be remembered the "San Francisco" charges no fare, has no fare box and cannot in any way be hired or rented for any purpose. The "big white car" is dedicated to San Francisco school children and classes for educational and charitable purposes.

Vocational students of various high schools, both public and private, are big users of the "San Francisco". Classes of this nature are taken to the company's twenty-two acre car building plant at Ocean and San Jose Avenues. To see a plant of this size where 1200 street car parts are made, gives the student an insight into the work they are following. Their rudimentary class room work ceases to be drudgery when they have seen hundreds of different types of machinery turning out the now nationally famous California Comfort Car. The classes are conducted through the shops in groups of five, each led by a competent guide, usually a shop foreman or a skilled machinist. The trips are under the direction of Mr. T. A. Bragg, company Superintendent of Employment and Training.

Miss Ruth M. Huntington, who is in charge of the Women's Division of the Commercial Department of the Market Street Railway Company, helps Mr. Bragg put another unique feature into the log book of the "San Francisco". Under her care, hundreds of shut-in children from orphanage homes, tiny tots too young to brave the dangers of traffic alone, and, yes, event the little cripples, have been treated to a day's outing in comfort and in safety. Miss Huntington's reports show that on one trip alone she found several of her tiny visitors who had never been on a street car, several who had never seen the ocean, and a few who had heard of Market Street and had put it in the same category as Mother Goose. When Miss Huntington found this out she extended the tour to include all the features desired and ended the trip by taking her charges to see Santa Claus through the courtesy of the Emporium.

So it goes on every day from morning until night; the "San Francisco" with its shining white paint, its wicker chairs (parlor car fashion, if you please) and dainty cretonne curtains, lend cheer to thousand of kiddies the year round.

Balloon Car—And our grandfathers went to school in this!

The "Bark"

From the painting by
Henry Bernahl

"Thus I steer my bark, and sail
On even keel, with gentle gale."

—*Matthew Green.*

Editorials

San Francisco Rejoices

We are a happy city this Christmas. We rejoice, for we have much to rejoice over. In fact, we doubt if any place anywhere has more reason to welcome a season of joy and mutual congratulation. We have had a good year and our prosperity has been more than usual. We shall be able to enjoy a prosperous Christmas, and where there are people whose means are not altogether sufficient to allow them Christmas cheer, their good neighbors will see that they do not want. It is not the habit of San Francisco to let people want.

We have had an election which placed the seal of disapproval upon any attempt to restore the evil of boss rule and which rebuked very successfully the effort to employ the evil forces of the community in an endeavor to attain political power. We have re-elected the best Mayor that the city has had in its whole history, and, although we know that he has no easy work ahead of him, we are very sure that his ability and integrity will prove the most efficient factors in the fight for the progress of the city.

Our buildings are improving every month and this year we have architectural achievements which are, to say the least, as worthy of notice as any in the country. Not only in commercial buildings have we done well, but in at least one ecclesiastical building, the new church of St. Dominic's, we have an example of the most refined and distinguished architecture.

At the same time we have developed artistically very notably, particularly in music. But more than all has the social spirit developed. We are much more a community this year than at any preceding period in our history. And for this reason more than any other, we hail Christmas gladly.

* * *

Help This Fight

There is a group among us making a fight against tuberculosis. This is a noble fight to carry on, for tuberculosis is a deadly scourge.

Seals are issued, which are sold and the proceeds of the sale of which goes to finance the fight. It is the duty of the good citizen to buy those seals and to forward the attack against the enemy of our young people. It is not as if it cost much to do it. The fact is, that if the proper percentage of our people were to spend a dollar in seals, the fight would be well financed and the dread enemy so much the nearer to extermination.

This group effort to solve things, like the pest of tuberculosis, by unselfish voluntary effort is one of the great and distinguishing glories of our American life. We do not put such matters in the hands of governments to frame laws and to drive us willy-nilly into this or that action. Our way of doing things is for a group of men and women to interest themselves in some specific endeavor and then to try and secure the voluntary aid of the rest of the community. That, we think, is a much more satisfactory way than to enlist governmental aid and legislative restriction. At all events, it is our American way of doing things.

Christmas Again

Every year we wish one another a Merry Christmas. Indeed, the phrase has become a part and parcel of our civilization so deeply implanted in the ritual of our social life that not even war can interfere with the gesture, however much it may offend against the spirit. Only ten years ago men on a front of four hundred miles were striving to give each other the ancient greeting. And now that the war is long over the convention reigns in its old supremacy.

"Merry Christmas" is not quite so merry as it used to be since the hard-lipped puritans have shut up one of the sources of joy and mutual good fellowship and have driven the sacramental pleasure of mutual good healths in good liquor into the byways of hypocrisy and dangerous fraud. The cup no longer cheers; it threatens with death. Many a healthy man will sleep forever, by the end of this holiday, driven into the grave by the devilishness of fanatics.

But, in spite of the kill-joys, Christmas cannot be robbed of its significance as a period of happy, social intercourse and the gathering of friends and relatives. We may get a law against even that, it is true, one of these days, for anything which savors of joy is inimical to the tight-lipped ones and, before today, we have had legislation directed against the observance of the Christmas holiday.

But Christmas survives it all. The greed of those who try to make of it an opportunity for extortion, the poverty of spirit of the puritanical, and the extravagance of the ostentatious have, each of them, failed to extinguish the jollity which always has clung around the time.

* * *

Our Own Season

We do know that Christmas Day will not come upon us in snow and icy frostiness. There are those who still pretend that they wish for a visitation of that sort. We are not of them, but if one is particularly anxious to experience the rigors of climate and to shiver his Christmas away, there is no difficulty in solving the matter, for the Southern Pacific will take him comfortably and rapidly into the regions of ice and snow.

But for those who remain hereabouts and do not care to wander, there are lovely sights to see on Christmas morning. We do not speak of the South, where the ardent motorist may find, in a moderately tropical Christmas, ease for his tired body and strained mind. We are thinking of the Bay district, which one may traverse with comfort and ease before dinner.

There are wonderfully beautiful views to be had for very little labor and even without crossing the bay. Go down towards Half Moon Bay and stop at the top of the ridge to get the wonderful view of the bay which Portola had on his visit of exploration, and every Christmas you will remember it, even if you never see California again. But that is only a passing suggestion; there are scores of places which can be reached easily and inexpensively, each of which is an outstanding example of scenic beauty.

Out into the country with you, and give thanks that you live in a land where you can almost always have a sunny Christmas!

Scenes in
YOSEMITE VALLEY

Reached via Southern Pacific

Finance

The Department of Commerce at Washington reports a new clever American invention for slate quarrying. It consists of using a long, slender thread of steel called a wire-saw, for the cutting of great masses of slate. It is a three-strand wire cable running as an endless belt. The cable takes the place of a saw blade and the saw consists of sand grains carried in the spiral grooves formed by the winding of the wire strands. There has been an extensive waste amounting to as much as 70 to 90 per cent, which will be eliminated largely by the new method.

The California Tax Payers Association research department has been investigating the matter of special assessments and finds that Los Angeles is one of the greatest sufferers from these in the country, St. Paul alone exceeding Los Angeles. On the other hand, San Francisco is freest from this burden of any city, with the exception of Baltimore, where there is a special assessment for paving only.

California Taxation Improvement Association, with headquarters at Los Angeles, is taking the ground that the new state law establishing a rate of $1.45 on eastern farm mortgages, bonds, stocks, automobiles and furnishings, finance paper, merchants' credit and other intangible property, upon which a duplicate tax is assessed, in lieu of real and personal property rates, is unconstitutional. It contends that this tax is confiscator of profits and that the former system of 7% assessment was much more equitable.

The movement against the federal inheritance tax is growing. The State of California levies a tax of 12%; the Federal government levies 20%. Men of substance will not make their residence in the State of California because they object to having their estates diverted from their natural channels into the governmental treasury. Says the "Bakersfield Californian": "There are so many ways of raising revenues that it is hardly understandable that governments should continue to deprive the beneficiaries of estates of more than a fair proportion of what has been left them."

Mr. Milton Epstein of Lilienthal, Bremer and Company, has returned from Europe "with a wonderful collection of long-stemmed pipes, heroic steins and mustache cups", according to "Tape and Ticker", the organ of the San Francisco Stock and Bond Exchange Institute.

The San Francisco Stock and Bond Exchange announces that the new hours of Exchange, for Saturday morning sessions, will be from 9:30 a. m. to 11:00 a. m. No change has been made in the session time for week days.

A strong endeavor is to be made to complete a net work of facilities to provide ticker service for cities throughout the Pacific Coast. Within the next sixty days there will be inaugurated a stock ticker service for the transmission to Los Angeles of quotations of securities traded in on the San Francisco Stock and Bond Exchange, according to the statements of Sidney L. Schwartz, president of the San Francisco Stock and Bond Exchange.

The Chicago fire department has instructed its men to chop down the doors of automobiles parked in front of hydrants and release the brakes. This order followed a survey in which it was discovered that 300 machines were parked in front of hydrants while the owners were in the theater. The fire department has taken this step to end the trouble.

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To leave comfort, happiness, and protection to those who are dependent upon you?

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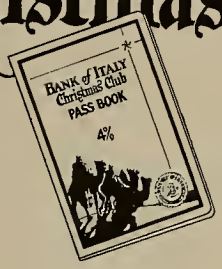

25c or more each week for 50 weeks.

The Plan

Bank of Italy
National Trust & Savings Association
A NATIONAL BANK

Finance

(Continued from Page 91)

The immigration question is rapidly growing to be a very important matter in the development of our industry. Our own people refuse to work at low-class labor for more than a generation. If the supply of low-grade labor is not kept up, it will become of great significance in the maintenance of industry.

Professor Samuel J. Holmes at the Commonwealth Club, remarked: "We can make immigration a means of social improvement if we will. We have been making it, I fear, a means of social deterioration. What we really want to become, is a great people, and that means that we should become a people of good physique as far as possible; of good intelligence, good normal mentality, good impulses, and we should only admit people who will be a help to us in developing our political institutions."

The provisions of the law for a ninety-day shore leave for seamen has resulted in large numbers deserting their ships and remaining here permanently. The number of deserting seamen reported in 1922 was 5,879; whereas in 1926 there were 18,456.

Actual wages in 1926 as compared with 1912, show a gain of 59.7 per cent. It is very certain that no such addition was ever made to the purchasing power of the ordinary man in human history as is shown in those figures. They spell real material progress.

When 67,000 Mexicans come into the country as laborers in the course of a year, is that good or bad for business? It all depends, if the Mexicans improve their economic position. Then, it is good.

The school vacation is coming and with it the danger to children from auto accidents in the streets. The California State Automobile Association has issued a special warning on this matter, and has devoted the whole of its December safety lesson to this point. More than fifty per cent of those killed by autos are school children under fifteen years of age, and of these the great majority are hurt after school hours.

The California Appellate Court has recently decided that the mere extension of one's hand, when about to make a turn, does not comply with the law. The law requires that the arm shall be extended during the last fifty feet preceding the making of the turn. "Unless the arm, after being extended, is maintained in that position, the signal required by law is not given." Judgment for the plaintiff was upheld, the defendant having testified merely that he had "thrown his hand out."

Activity of the San Francisco Stock and Bond Exchange is continuing its record breaking volume. It exceeds by far the trading in 1926. The total value of stocks traded in to the beginning of December was $522,429,535, which is 56% greater than the figure reached for the eleven months in 1926.

The National Thrift Committee is paying particular attention to life insurance and is going to set aside January 19th as Life Insurance Day, on which a special propaganda will be made for life insurance.

The Coast States show higher insurance gains than the country at large. And even so the gain is continuous and uninterrupted. Thus Oregon shows a gain of 20 per cent over last year's insurance record.

Insurance Against Crime

(Continued from Page 84)

of insurance will be widely carried both by individuals and by business concerns, and insurance will bear an increasing share of the cost of the annual operations of the "paperhangers." In the meantime, credit insurance and conversion insurance are growing in demand. Almost everybody buys radios, standard lamps, talking machines, vacuum cleaners and fur coats on the installment plan, and unfortunately a sufficient number of us change our residences and forget to continue our payments so that the sellers of goods and the finance companies interested in the transactions have drawn insurance companies into the business of protecting them against embezzlement and wrongful conversion of all sorts of commodities purchased on lease contract. The great majority of installment purchasers pay for what they buy, but nevertheless insurance rubs shoulders again with crime in this direction.

Automobile embezzlement tops the list. The theft bureau of the Pacific Coast Automobile Underwriters Conference reports 5787 automobile embezzlements for the last fiscal year in the seven states under its jurisdiction, 75 per cent being recovered. 2516 cases were fully investigated and 85 per cent of recoveries made. The amount of money involved—losses paid for unrecovered cars and expenses of investigation in connection with recovered and unrecovered—is unknown, yet it obviously runs into money.

In addition to so-called embezzlements, there were 4613 automobile thefts reported to the bureau by conference members last year. Such is the efficiency of the bureau that all but 584, or 89 per cent, were recovered. What with the losses paid on unrecovered cars and the expenses and repair bills in connection with recoveries, the cost to the companies for paying for everything from cars "borrowed" for joy rides to out-and-out thefts runs into large figures. Every once in a while the bureau runs down and breaks up a theft ring, an organized gang of thieves operating usually in a number of cities, cars being stolen in one, altered and sold in another. Insurance companies know how to protect your insurance funds in this direction as is evidenced by the fact that 261 convictions of automobile thieves, many of them responsible for the theft of scores of automobiles, were secured in 1926, as a result of which the conference companies paid to police officers and citizens $6525 in rewards for information leading to arrests and convictions. In an abandoned quarry full of water near Chicago, agents of insurance companies a few years ago discovered 90 automobiles that had been stolen and on which insurance had been collected. Another dumping ground was discovered beneath a bluff on the Ohio river where 50 automobiles, insured, stolen and paid for, had been sunk. These are merely typical, though perhaps on a large scale, of the activities of automobile thieves and are indicative of what insurance companies have to contend with in a preventive and salvage way.

Automobile fire insurance pays a heavy toll to intentional burning of cars, although more or less helpless to do anything about it. An automobile can be run without difficulty into places where it is perfectly safe to touch a match to it, and it burns like tinder when ignited, so that even circumstantial evidence is usually lacking. Every company has had its suspicious fires, either individual cars or whole garages full.

(Continued on Page 117)

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Avoid the crowds during your Christmas shopping.

Excellent Assortment of Exclusive Furnishings

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470 POST STREET
MEDICO-DENTAL BLDG.
SAN FRANCISCO, CALIF.

It is an inviolate truth that the taste and culture of the giver is unalterably bound in the gift.

The Chocolates

Kraft

San Francisco.

(Continued from Page 66)

Hotel, where a view, unsurpassed in all the world, is obtained from their spacious windows.

* * *

Noted Author and Educator Welcomed Home

Cora Sutton Castle, Ph.D., author of "A Statistical Study of Eminent Women," wife of Dr. H. Edward Castle, has been enthusiastically welcomed back to San Francisco after six years' sojourn in various parts of the world. Gifted with a master mind, Dr. Castle has made deep research into realms of woman-kind and much of this information she intends to make the basic structure of her new book. She has always been a stalwart leader of women in cultural pursuits. Her standards of life, her high ideals, have placed her on a pinnacle in intellectual circles.

* * *

Junior League

The history of the Junior League of San Francisco reads like some glorious story. Every year this coterie of debutantes and young matrons surprise us with the supremacy of their benefit entertainments.

There is always a big, definite purpose back of their brilliant events. It is their charity! Last year, they bought a lot and built a house for the care of children in need of homes. This year, they intend to equip that home with proceeds from their "annual."

Miss Evelyn McLaughlin, director-general of the Junior League activities, has proved what a young lady of vision and brains plus energy and determination, can actually accomplish.

Miss Barbara Ballou has been the efficient treasurer of the Junior League and an indefatigable worker in all of its activities. I haven't said so—but the Junior League is famous for its beautiful society girls.

* * *

National League

No group of women in San Francisco surpasses in the scope and wealth of its altruism that zealous coterie of volunteer workers in the original National League of Women's Service.

Their building on Post street, is towering evidence of the one policy, or premise, in their organization, now known as the Women's City Club. Their building was erected by as faithful a contigency of women as can be found.

Every month they issue a magazine, which I make bold to declare, has no equal within women's circles. An expert newspaper woman, Marie Hicks Davidson is the editor. Ruth Callahan, business manager.

Mrs. Cleaveland Forbes is president of the Women's City Club. Vice-presidents are: Miss Elisa May Willard, Miss Marion W. Leale, Mrs. Parker Maddux. Other officers are Mrs. Thomas A. Stoddard, Miss Irene M. Ferguson, Miss Mabel Pierce, Miss Carlie I. Tomlinson.

A membership enrollment of 6,000 women was inscribed upon the roster when the building was opened, and now a long waiting list testifies to its prestige and purposes.

* * *

California Poet

Nancy Buckley, young San Francisco poet, who was selected to write the official code for the Golden Jubilee of the Rev. Richard A. Gleeson, S. J., is author of three books of poems. She won many prizes for her poetry, notably the Blandon Poetry prize given annually for the best lyric.

(Continued on Page 117)

TWO D. M. LINNARD HOTELS IN SAN FRANCISCO

FAIRMONT HOTEL

D. M. LINNARD,
Managing Director

The Aristocrat of San Francisco Hotels

ERNEST DRURY
Manager

HOTEL WHITCOMB

Hotel Whitcomb with proposed addition

D. M. LINNARD,
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"There's Western Welcome at the Whitcomb"

LE ROY LINNARD,
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The FRANKLIN Airman

Smoothness That is NEW —In Three Important Ways

NOT just new to Franklin, but new to automobile engineering as a whole—a motor smoothness that is pleasurably felt at all speeds.

It is a genuine innovation for three reasons. First, its degree — no other car has ever come so close to being totally free from motor tremor. Second, its completeness — it is as pronounced at 50 and up as at 20. And third, its permanence—this smoothness is basic with the engine design.

Come and experience it. You will also find a new performance in power and speed which makes today's Franklin the most delightful and satisfying car you ever drove.

The comfort, handling ease, reliability and quality that built Franklin's reputation are as great as ever.

FRANKLIN-TENNANT MOTOR CO.

1900 VAN NESS AVE.
SAN FRANCISCO

2800 BROADWAY
OAKLAND

The Pacific Telephone and Telegraph Co.

(Continued from Page 96)

Imagine, for instance, tomatoes stuffed with shrimps, at 10c! Clubhouse salad, at 8c! "Italienne Delight" (don't you wonder what that is?) at 8c! And so on down the menu, the maximum price for any dish being 10c!

I began to feel hungry . . . "Let's go on now to the Davenport building," said my companion, as if reading my thoughts; "You can look that over, and then we can have lunch."

"Tell me about your benefit plan," said I, as we walked along New Montgomery street, "and more about your own department."

"Everyone should have a hobby, outside their business, we are told," she answered, "but my business is my hobby. I deal with the girls on a personal basis and it is most absorbing.

"We have an accident disability benefit, a retirement pension and a death benefit for employes. Each employe is made to feel that her personal welfare is a matter of personal interest to the company and, to quote H. B. Thayer, chairman of the board of the American Telephone and Telegraph Company of which our Pacific company is an associate company—'Whether it is giving service, or collecting bills; installing a telephone, or cutting trees in front of a man's property, we must have all men and women in this business feel that they are working for the public, and the only way to accomplish this, is for them to realize that they are the business; not that they are working for this business, but that they are the business!'"

Over at the Davenport building, I sat at lunch with Mrs. Alfonso and Mrs. Anna Fedderson, chief operator of the Davenport office, who worked up from the ranks, as all the chief operators have. Mrs. Fedderson had been showing us all over the Davenport exchange, and I felt that I needed absolute relaxation, after trying in vain to understand the switchboards.

"The Davenport exchange, alone, has a daily average of nearly 5000 transbay calls; 87,000 daily local calls," Mrs. Fedderson was saying to me, and when I remarked that I took off my hat to the operators, for those switch boards were too much for me, she explained that in the larger cities operating schools with carefully trained instructors are provided for the accepted applicant, where the student receives a thorough training in the profession of telephone operating. In the smaller cities, the same training is given the student operator, only in the central offices, instead of in schools.

"As the chief operators have all come up from the ranks, they have a sympathetic interest in new members of the telephone family," Mrs. Fedderson went on, and, looking at her sweet face, I understood how pleasant working with her might prove.

We gave a parting glance, after lunch, to the pretty rest room, where the girls often dance to the music of the phonograph during relief periods, to the corner of the huge room where the health instructor gives her talks, the gymnasium, the cleanly Davenport kitchen, and then the kindly Mrs. Alfonso and I walked towards New Montgomery street, until we could see the stately outlines of the building at One Forty rising cameo-like against the blue sky.

Typical of the times, both in its spiritual and material influence, as all successful modern corporations are learning to be, gathering together the architectural beauty of different periods, making it practicable as well as ornamental, moulding it into a safe and splendid harmony, bringing a fabric of loveliness even into city streets, the Telephone building stands today expressing vividly Keats' thought in his exquisite "Ode":

"A thing of beauty is a joy forever."

"The Roos Label adds Value to the Gift"

From England, France, Scotland, Ireland, Austria and Italy — as well as from America — the Roos buyers have gathered here for you a truly wonderful assortment of Christmas gifts. You'll find at the Roos stores a great variety of beautiful gifts, useful gifts, novel gifts, for men, women and children. And all of them bear the stamp of Roos quality—at sensible prices.

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NEW ORLEANS'
New St. Charles
To better serve our many friends and patrons over $400,000 has been expended in reconstruction to maintain this famous hostelry as
One of America's Leading Hotels
ACCOMMODATING 1000 GUESTS
Large rooms with unusually high ceilings and good ventilation absolutely essential to the Southern climate make for perfect comfort.
ALFRED S. AMER & CO. Ltd.
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Send for descriptive folder Illustrated Mardi Gras Program for the asking
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On the Coast Highway, Half-Way Between San Francisco and Los Angeles
An Inn of Unusual Excellence
Wire or write for reservations on your next trip south

Agua Caliente Springs
Why? It's the Water and the Table
New Dance Hall. Special Attractions. Radioactive, Hot Sulphur Water. Tub Baths and Swimming Pool. Fireproof Hotel. Write for Booklet.
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The Finest Meals in the VALLEY OF THE MOON
Clean Rooms—Clean Linen—Clean Everything
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TELEPHONE 110

WHEN IN PANAMA MAKE
HOTEL CENTRAL
Cathedral Plaza
YOUR HEADQUARTERS
A Hotel With An Atmosphere
Andrew Johnston, Manager

Authentic Antiques

To Miss Elizabeth Rankin, whose shop at Fulton and Bancroft Way, Berkeley, Calif., has delighted those who are searching for authentic antiques, belongs the distinction of having started the first shop of this kind in California.

Long before the fire of 1906, Miss Rankin established herself in the Martin and Ingelsby firm of antique dealers, in San Francisco, and from this beginning, she has become associated in this part of the State with all that is authoritative in historic relics.

A residence in South Kensington, England, where antiques abound, and where she studied this interesting profession, has gained for Miss Rankin an experience which enables her to gauge and appraise the value of the articles in which so many collectors are interested.

In the Bancroft shop, Miss Rankin has a wonderful collection of antiques in china, mahogany, silverware and jewelry, oriental rugs and old lace.

* * *

Performance of Valvoline

Going 1265 miles to the gallon,—that is the accomplishment of Valvoline used in the engine of the "Pride of Detroit," on its record breaking flight from Harbor Grace, Maine, to London, England. Two gallons of Valvoline carried the plane and its crew between these far distant points, over the Atlantic Ocean.

Another trans-Atlantic flyer, with engine of identical construction, consumed a gallon of oil (not Valvoline) every 730 miles of flight—73% greater consumption than the amount of Valvoline used in the "Pride of Detroit's" trip.

You can trust your life as well as your engine, to Valvoline motor oil; the oil that does most of its advertising in the engine!

A minute lost at a railroad crossing may save all the rest of your time.—Minneapolis Star.

A New York theatrical critic says that only one play in a thousand is worth producing. Well, we'd certainly like to see it produced.

A burglar who attempted to hold up a Detroit restaurant was chased and captured by one of the waiters. We can think of nothing more humiliating.

When a Man Sees Red.—When a man sees red he ought to stop and wait until he sees green or else he's liable to get a ticket.

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NEW LINERS FOR PANAMA MAIL

Two palatial liners will be added to the New York-Spanish Americas and California service of the Panama Mail Line in March.

The vessels, the liners Santa Teresa and Santa Ana, are similar to the Colombia, Ecuador and Venezuela, and they will provide a semi-monthly service.

With the addition of the two liners, the Panama Mail Line will operate a total of eight passenger lines out of San Francisco and Los Angeles to the Spanish Americas and New York. Five vessels, the Colombia, Venezuela, Ecuador, Santa Ana and Santa Teresa, will operate between California and New York by way of the Spanish Americas, the liners City of San Francisco, City of Panama and Corinto maintaining service from San Francisco and Los Angeles to Latin-American ports.

Popularity of the Panama Mail Line has so increased business in both passenger and freight demands during the year 1927 that decision to augment the fleet with the Santa Teresa and Santa Ana was decided.

Panama Mail Liner in Panama Canal Locks

These two vessels were built in 1918 and they were especially constructed for the semi-tropics. The vessels, like the Colombia, Venezuela and Ecuador have broad deck space, with all outside rooms and are luxuriously appointed.

The sailing dates, with the addition of the two new liners, will be announced early next year, officials of the Panama Mail Line announced.

The Santa Ana and Santa Teresa will make all calls that are maintained by the Colombia, Ecuador and Venezuela.

The present year was the largest in passenger volume between the Spanish Americas and California in the history of ocean transportation. These "Lands Between" are welcoming American tourist and business interests and the beauties and recreations of these lands, that were until a few years ago so little visited by travelers, are now the meccas for tourists from all parts of the world.

Hotel and restaurant operators, tourist agencies and all businesses that cater to the visitor, are making provisions throughout the Spanish Americas to receive the largest number of tourists in the history of these countries.

Representatives of these hotels and resorts have been making a survey of the leading hotels and resorts in the United States to glean first hand knowledge and ideas to incorporate in their countries.

(Continued on Page 125)

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(See Page 62)
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Library Table

By Josephine Wilson

California writers have brought as much fame to the State as its proverbial glittering gold.

In the world of letters are emblazoned in imperishable script such illustrious California names as Bret Harte, Mark Twain, Charles Warren Stoddard, Robert Louis Stevenson, Frank Norris, Joaquin Miller and George Sterling.

A scroll of today's famous men and women writers, in California, pronounces anew the criterions established by early contributors to literature.

* * *

Poet Laureate

Ina Coolbrith, "Poet Laureate of California," still writes with the same poetic power which proclaimed her fame many years ago. "The Vision of St. Francis," which she wrote for the recent observances in this city, will be placed in the commemorative volume of the St. Francis celebration.

* * *

Novelists

Gertrude Atherton, author of "California, An Intimate History", as well as "The Immortal Marriage", (her novel dealing with Aspasia, which brings new laurels to this brilliant novelist's name) consistently finds something new in her beloved California by way of immortalizing its peoples and its historical episodes.

* * *

Charles Norris, author of "Brass", "Bread", and "Iron", has written a new book, "Zelda Marsh," adding luster to the brilliant name of Norris. In this new novel, Charles G. Norris tells the story of a capricious woman, so subtle, so capitivating and so appealing that it would seem that we are justified in expecting this incomparable story from a Norris. "Zelda Marsh" is published by E. P. Dutton & Co.

"The Call of the House" by Ruth Comfort Mitchell, whose novels have also won, for this California author, international fame, reveals her deep valuation of the great out of doors, as well as giving a keen insight into legislative matters in California. "The Wishing Carpet", "The White Stone", "Corduroy", her novels; and her "Narratives in Verse", matchless in their poetic lure and delicacy, have placed Ruth Comfort Mitchell as one of California's foremost writers.

* * *

"Barberry Bush," one of the latest novels written by Kathleen Norris, whom we shall always cherish as "The Beloved Woman", is a courageous story—like most of the stories from the pen of this best-beloved Californian. Each novel aims to better equip the reader for life's battles; there is always a motive behind each story—and always holding aloft a radiant torch. Kathleen Norris has just completed a new motion picture story, "My Best Girl," in which Mary Pickford will star.

* * *

"The Man Unafraid", by Herbert Bashford, published by Harr Wagner, of San Francisco, tells the story of heroic General Fremont. This book rightfully belongs in the libraries of every school and college of the civilized world, as well as in the home of every book-lover.

* * *

Paul Elder, publisher and book-seller, is author of "Mosaic Essays," "California, the Beautiful," "Old Spanish Mansions in California," and is no doubt one of the best-known book men in this country and in Europe. Paul Elder believes in hobbies, especially if that hobby means a book of exceptional value.

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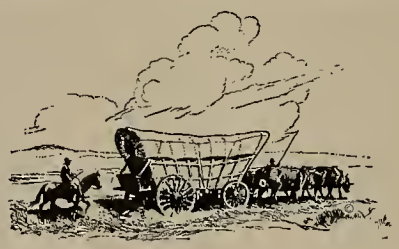

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GEORGE W. DORNIN *Manager*
JOHN C. DORNIN *Assistant Manager*

MILADY GOES A-GOLFING

Clad in a smart two-piece Knitted Frock from the Sports Salon of Gantner & Mattern, she steps from her new roadster for an early round of the links. What if the piping breeze that sweeps in from the blue Pacific is decidedly nippy, there's cozy warmth in her natty costume. Only one thing troubled this feminine follower of the old Scotch game when she made her selection at the Sports Shop the previous day—which one to choose from among so many charming frocks. For Gantner & Mattern are noted for the variety and completeness of their stock; one would be hard to please indeed, if from the gay array of pretty colors, novel designs and pleasing styles there would not be at least half a dozen which make decision difficult.

And note the trim little Sport Hat that snuggles so jauntily on her bobbed, auburn tresses. Of soft, pliable felt, with but a simple ornament, it harmonizes admirably with the smart simplicity of her costume. It also was selected at Gantner & Mattern's, whose Millinery Department, though but a recent addition to this pioneer establishment, has already achieved favorable recognition from women whose style demands are most exacting.

Not shown in our picture, but essential to every woman's wardrobe is a new Sweater; it may be a Coat or Cardigan Jacket or a trim little slip-on with "V" or "U" neck; but it must be gay with stripes, in pretty combination of colors, although solid colors are also au fait. Sweaters have for more than a quarter of a century been a big specialty with Gantner & Mattern; so when next you seek a warm, perfect fitting and somewhat different sweater that is the last word in correct style, you need but wend your way to their big second floor to find just what you want.

Power Progress
(Continued from Page 73)

the purchase by the Pacific Gas and Electric Company from the Byllesby interests of Chicago of the Sierra and San Francisco Power Company, Western States Gas and Electric Company and the Coast Valleys Gas and Electric Company, all three public utilities operating in central California.

The Sierra and San Francisco Power Company's operations extend over ten counties of California, including San Francisco. The company serves electric consumers in the upper San Joaquin valley, particularly in the counties of San Joaquin and Stanislaus. In San Francisco it serves power to the Market Street Railway Company's system under an exclusive contract running until 1953, and from a sub-station in Visitacion valley it maintains high-tension power transmission lines running down the San Francisco peninsula south as far as Salinas. From the operating standpoint the acquisition of this company is no new thing, for its properties have been operated by the Pacific Gas and Electric Company under lease since January, 1920.

The Western States Gas and Electric Company serves electric consumers in eight counties in California. It controls electric service in the city of Stockton and from that point northward as far as Sacramento. This territory, as well as portions of Eldorado, Calaveras and Amador counties is served from hydro-electric plants on the American river. This company maintains a steam electric plant in Stockton, controls the distribution system in the city of Richmond, Contra Costa county, owns and operates water power plants in Humboldt county and owns and operates gas generating and distribution systems for the cities of Stockton and Eureka.

The Coast Valleys Gas and Electric Company owns and operates small steam electric plants in Monterey and Salinas valley.

The territories served by the three merged companies are adjacent to that of "Pacific Service," and, in some instances, extend within its boundaries. The merger which their purchase has effected is expected to result in the rendition of low cost electric service and an added effectiveness resultant from the management of the properties under unified direction.

All through the year the Pacific Gas and Electric Company's engineers have been kept busy in their task of extending and improving service to the consumers. In the Pitt river region the diversion dam at Pitt Four development was completed and put in active service last May. In the Sierra-Nevada territory the dam at Lake Fordyce, the parent reservoir of the company's Spaulding-Drum system was raised forty-seven feet and the capacity of the reservoir increased thereby from 20,000 to 46,662 acre feet. The additional storage so provided will not only furnish additional kilowatt hours to the company's consumers in that region but will prove a substantial aid to agricultural expansion in the valleys below. Traveling over to the Mother Lode region in Calaveras, Amador and Alpine counties, the way has been cleared for work upon the Salt Springs dam, on the Mokelumne river close to the border line of Alpine county. This will be the largest rock-fill dam in the world and will create a reservoir of 130,000 acre feet capacity. In connection with this a power house of 72,000 horsepower capacity will be constructed at the junction of the Mokelumne river with Tiger creek. This is an enterprise of no small importance, for it entails considerable strengthening of the company's Electra system and means much in the way of improved service to electric consumers and irrigationists in that section of the "Pacific Service" territory.

In addition, much has been accomplished during the
(Continued on Page 119)

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3 Because WHILE possessed of resources, at the time of the San Francisco conflagration, of only $365,000, it paid, without discount or compromise, fire losses amounting to $1,847,000 net.

4 Because IN ORDER to meet these tremendous liabilities its stockholders paid the large amount of $1,830,000.

5 Because THE POLICIES of this Company are recommended and endorsed by every reliable bank and financial institution on the Pacific Coast.

6 Because THIS Company is as strong as the strongest. Every policy contract is not only a guarantee by its assets but also by the individual wealth of its stockholders (estimated at $50,000,000) under the iron-clad unlimited personal liability law of the State from which it has received its charter.

7 Because HUMAN gratitude and admiration for square dealing and strict business integrity will prompt the insuring public to demand the indemnity offered by the policies of this worthy company.

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Redwood Empire

(Continued from Page 53)

Del Norte county has been termed "The Last of the West." Up to only a short time ago, this hardy western area was accessible only via a narrow, crooked, almost impassable wagon road, or by small lumber schooner. (No railroad enters Del Norte county).

Seventy-eight per cent of the county is owned by the U. S. government. Some of the most magnificent scenery in the Redwood Empire is found in Del Norte county, including hundreds of groves of giant redwood trees, many miles of ocean shore, hundreds of miles of fishing streams —some of them never having been viewed by human beings.

Josephine county, northern terminus of the Redwood Empire, offers many diversified attractions, the leading feature being the Oregon Caves. These are marble halls of stalactite and stalagmite, leading for miles into the heart of the Grayback mountains.

This entire Redwood Empire is rapidly becoming popularized—with the rapid improvement of highways, transportation facilities, etc., together with the erection of many new hotels and resorts, the improvement of those already there, and the conducting of a first class, practical program of advertising and publicity.

The Study of Law

The value of a legal education is immeasurable. The law students of today are those who in future years will take their place in the ranks of the legal profession and carry on the ideals and traditions established by a host of eminent predecessors who have made American history.

A legal education is within the reach of everyone. Those who are not so fortunate as to be able to attend a university or college during the daytime, nevertheless may attend an evening institution which will school them in the rudiments and fundamental principles of the law in the same manner and with the same type of instruction. The San Francisco Law School is such an institution and it is filling a real need in the community. It offers a four year evening course in law, confers the degree of bachelor of laws (LL.B.) upon completion of its curriculum and prepares its graduates for the biannual state bar examinations. Its faculty is composed of fifteen lawyers of outstanding ability, all of whom are actively engaged in the practice of law.

The San Francisco Law School was organized in 1909 under the laws of the state of California and is now entering upon the nineteenth year of its existence. Its growth has been a substantial one. It maintains a spacious library for the benefit of its students, which shelves some 3000 law volumes and which is always open to them. Its students are recruited from all walks of life: it is co-educational. Age is not a deterrent to entering the school, for a goodly percentage of its student body is composed of men and women who for years had been engaged in business before they had given any attention to the study of law.

The winter term of the San Francisco Law School commences Wednesday, January 18th; the fall term commences August 15th. First year students are admitted to the winter term and their applications for enrollment should be made before January 18, 1928. General information regarding the institution may be obtained by addressing the Registrar of the San Francisco Law School, 700 Call Building, San Francisco.

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Anniversary

On December 6, 1927, Hotel Mark Hopkins rounded out its first year of service to San Francisco. Located on beautiful Nob Hill, it was erected on the site of the old Mark Hopkins mansion and for many years later the site of the Mark Hopkins Art Institute. The name carried on by the hotel is one that figures prominently in the early history of California and San Francisco. Mark Hopkins was one of the pioneer railroad builders of the west. A stranger on the streets of San Francisco still hears bits of conversation of the Mark Hopkins mansion and the days when the aristocrats had private homes on Nob Hill.

The Hotel Mark Hopkins was completed one year ago at a cost of $5,000,000. When it was opened to the public, it was acclaimed as one of the finest of modern times and some doubts were expressed as to the feasibility of such an outstanding institution at the present time. The appointments were evidence that no expense had been spared to make it an admirable monument to the name it bears and a thing of beauty for San Francisco.

In "The Room of the Dons" is some of the finest mural work in the West; the creations of Maynard Dixon and Frank van Sloun, well known California artists. These paintings depict the early and mythical history of the state, centering around Califia, the mythical queen of California. The theme was taken from an old Spanish legend of the days before the New World was really known. Although these works have been in the public view for a year, comment as to their unusual beauty is heard more frequently than at the beginning.

The tower of the hotel is 578.6 feet above sea level, the highest point in the city. In conceiving the idea of Hotel Mark Hopkins, Mr. Geo. D. Smith, President and Manager, states that he had felt for some time that San Francisco needed such an hotel. A "Home" for which visitors to San Francisco could enjoy the wonderful view of the Bay and surrounding territory from every room; so operated that it would add to the growing popularity of the Golden Gate City.

After one year of operation, Mr. Smith states emphatically that his judgment was right. Hotel Mark Hopkins is now doing as he expected it would at the time of its conception, demonstrating that his faith in San Francisco was not misplaced. In building the Mark Hopkins, he has not only added beauty to the impressive skyline of the city, but also to the whole bay district inasmuch as that beauty is available to every visitor from his bedroom window.

Clean gas burners mean clean cooking utensils

It's so easy to clean burners

Cooking utensils stay clean when the burners of your gas range are clean.

But when food boils over onto the burners or when dust is drawn in through the air-mixers it carbonizes and closes the holes or "ports" of the burners. The result is a yellow flame or yellow tips on the blue flames. This is improper combustion.

To clean burners, merely lift them out and boil them in a solution of lye water or caustic soda.

You'll find it easy to keep your gas range clean. It will operate perfectly. It will last longer. You'll enjoy the speed, cleanliness and convenience of cooking with gas.

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DO YOU LOVE MUSIC?

By V. de Arrillaga

It is a wonderful thing to follow out a work in life that you naturally love. For an individual to do something that he dislikes is really work and hardship for himself, as well as for all those with whom he comes in contact. Men or women who find out that they have a musical nature would do well to instruct themselves in this most agreeable of fields, for what is more delightful in youth, middle-age, or in old-age, than ability to play, sing or otherwise express themselves in music?

Music always indicates that there is harmony in the one who interprets it. Atmosphere is an absolute essential in producing a good musical result. By atmosphere, we do not mean exactly surroundings, as much as we do the idealism that breathes in the student or school, and the people with whom the pupil has to form contacts. The Arrillaga Musical College is conspicuous in this respect. The ideal that has ever been held by V. de Arrillaga, the director, and A. Artigues, the president of the college, has been communicated to their associates so that the minute one enters the school, one becomes aware that there is a difference in this house of music.

The college is an old institution. It has tradition. The personality of its founder, the late Santiago Arrillaga, constantly lives and has become a part of the school. Recitals that are often held by the pupils, and the monthly recitals by the members of the faculty, bring to the students and their friends, a love and appreciation of the classics and form an association between the faculty and students that is enduring.

"Do you know how to make a peach cordial?"

"Sure; cend her some candy."—Ohio State Sun Dial.

"Mamma, are you going to get that fur coat from daddy for your birthday?"

"No, darling."

"Have you tried throwing yourself on the floor and kicking like I do?"—Everybody's Weekly.

Uncle—Well, Anthony, I may tell you that I have taken out a five thousand pound life insurance in your favor. Could I do anything more for you?

Nephew—Nothing more on earth, uncle.—Answers.

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A. B. PICKARD, Vice President

CLAUDE SHALLWOOD, Cashier
J. C. MENDONCA, Asst. Cashier

The First National Bank
OF PLEASANTON

PLEASANTON, CAL. Jan. 29, 1926.

Aetna Casualty & Surety Company,
San Francisco, Cal.

Gentlemen:-

I feel that I would be remiss in my duty if I did not take time to express to you the deep appreciation that we feel for the prompt and satisfactory settlement that you have made for the loss incurred by us in our recent daylight holdup. We are not only gratified that our own loss of securities and cash amounting to about $20,000.00 was paid in full to the cent, but probably feel greater satisfaction in the fact that a loss of jewelry belonging to a customer and held in safe-keeping by us, was adjusted to the entire satisfaction of the customer. The loss was in the neighborhood of $2200.00, and one that would appear to a layman to be rather difficult of adjustment. The fact that our customer felt that he was fully compensated, speaks well for the fairness of your company.

We have been glad many times that we were insured with a company that proved itself 100% in ability and willingness when the test came.

Yours very truly,

Claude Shallwood
Cashier.

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and
disposition to pay

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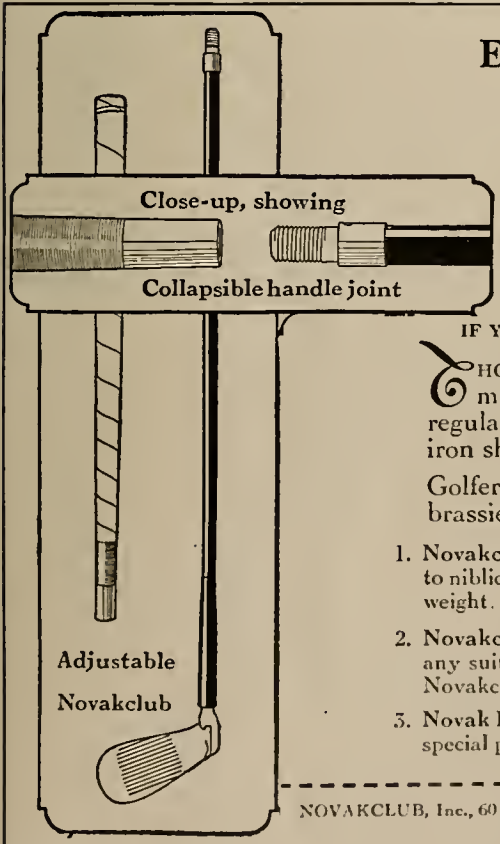

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THOUSANDS of Novakclubs, in constant use the world over, bear mute testimony to the correctness of principles of the Novakclub, namely, that regular play with one club having the 'same balance'—the same 'feel' for every iron shot, is certain to improve scores.

Golfers, every day report the winning of tournaments with a Novakclub and a brassie and hundreds gleefully write of five to ten strokes knocked off their game.

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Merchants' Lunch 11 a. m. to 2 p. m. (a la carte). Private Dining Rooms for Banquets and Parties, Seating 75 to 100 People
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Weekdays, Luncheon .....$ .75
(11:30 to 2 p. m.)
Dinner, Week Days & Sundays..1.50

No visitor Should Leave the City Without Dining in the Finest Cafe in America

Our Main Dining Room Is Open Again on Sundays

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OPEN 8:00 A. M. TO 11:00 P. M.
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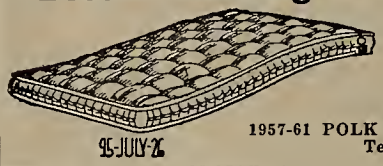

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(See Page 51)

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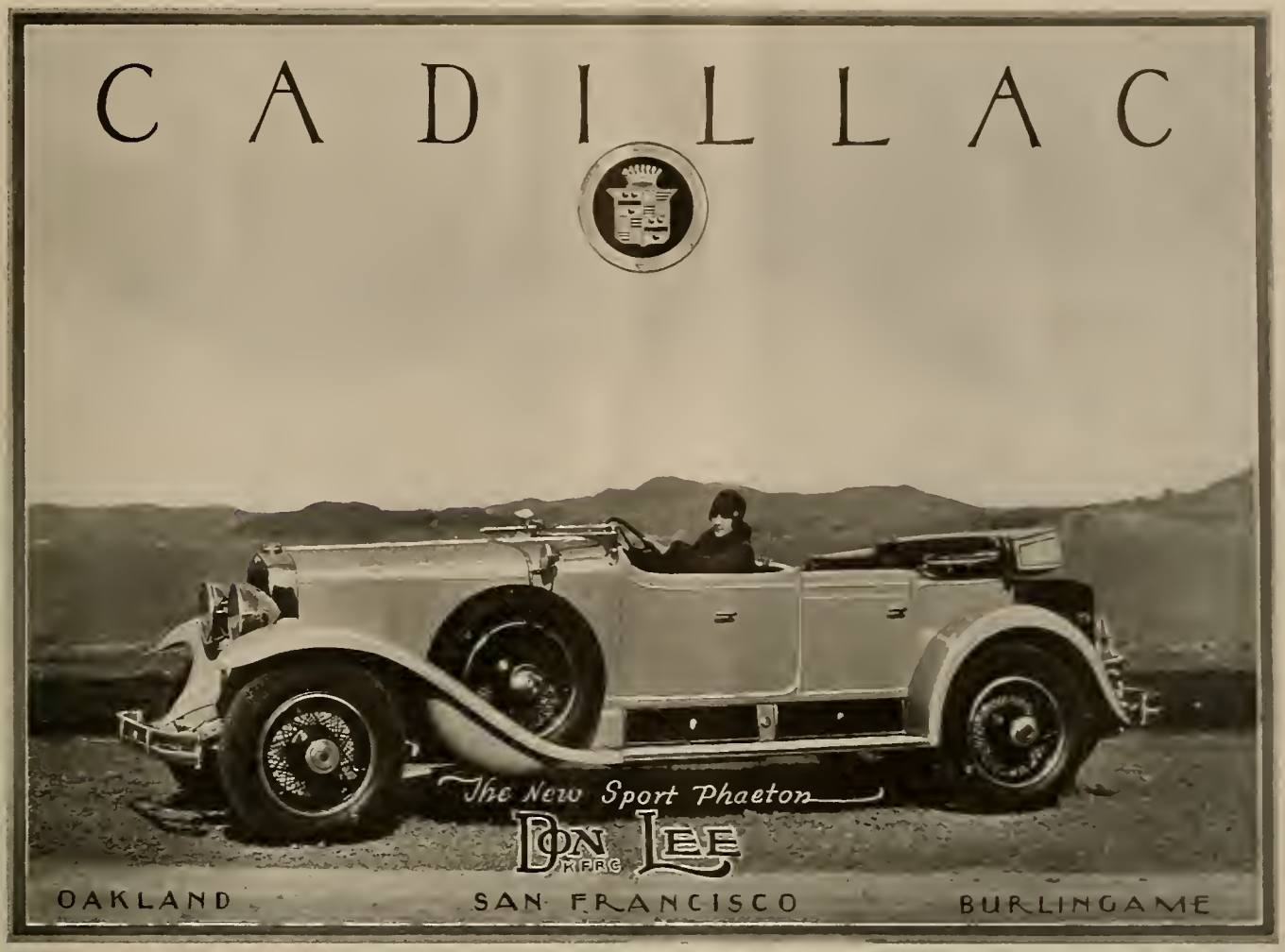

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Pride of Detroit in its Epochal Flight around the World used Valvoline exclusively.

12,500 *miles in* 15 *hours*

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We Carry All Popular Brands Eastern and Western Oils
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Superior Auto Washing & Polishing
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Metal Work Appertaining to Automobiles—Oxy-Acetylene Welding—Blacksmithing.
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Three Blocks from Southern Pacific Depot
Corner Third and Folsom Streets
NEW FIREPROOF GARAGE
Repairing. Oiling, Greasing Washing and Polishing
Gasoline Oils Sundries

A MOTOR CAR CHIEFTAIN

Charles S. Howard, well known automobile merchant, clubman and yachtsman of San Francisco, is celebrating, this month, his twenty-second anniversary as Buick distributor on the Pacific Coast.

Starting in the automotive business when that industry was in its infancy, Howard opened his first establishment in 1905 on Golden Gate avenue. That little salesroom was just large enough to exhibit three of the old two cyclinder Buicks. Today the Howard organization maintains large buildings in San Francisco, Oakland, Berkeley, Los Angeles, Portland and other cities. With these key cities acting as distributing points as well as maintaining immense sales and service departments, there has been built up throughout the Howard territory one of the most complete and representative dealer organizations to be found in the United States.

Howard's long period of unbroken association with Buick, as distributor, has in itself, few parallels in the industry. But the outstanding distinction that the Howard organization bears is that of being the largest distributor of automobiles in the world.

When the Buick distributor first began operations in California there were less than 5,000 motor cars in the entire State. Few envisioned the automobile business as anything other than a mechanical contraption, handy as a legislative and humor target. But Howard brought vision into Coast merchandising along with service foresight, and it was only a few years afterward that he had the entire automobile world sitting up and taking notice, for he began shipping entire trainloads of Buicks to the Coast, a procedure that was regarded as the extreme of optimism and daring.

Even when, within a year after his start, Howard's place of business in this city was in ruins after the earthquake and fire, he displayed that same faith which has so characterized his progress.

The motor car chieftain of today admits that it took all the capital he could raise to start his first sales store. But when 1905 had become 1906 he found that he had sold 87 Buicks. When 1926 became 1927 he discovered that his firm had delivered nearly 20,000 Buicks in the preceding twelve months.

Asked recently how he did it, Howard said:

"I didn't do it. Telling the people what we had for sale, proving that we gave them dollar for dollar on every sale, keeping our word with every customer down to the last letter of that word, giving every customer service until he was completely satisfied—those rules strictly adhered to, and backed by a car which every one of us always has believed is the best car in the world, put us ahead. But service kept us there."

Society

(Continued from Page 94)

Sponsor of Literature

Mrs. William Beckman, author and world traveler, whose wholesome philosophy of life places her in the small circle of women philosophers, has endowed the University of California with a chair for the study of American literature.

A leader in Sacramento society and a founder of the Saturday Club in the Capitol city, Mrs. Beckman's influence toward ideals make her a prominent leader in statewide circles of learning.

* * *

"Florence Nightingale"

"San Francisco's Florence Nightingale" is a title well earned by Mrs. A. W. Scott, foremost war worker of the city, dearly beloved and honored by thousands of soldiers as well as by her associates. "Everybody loves Mrs. A. W. Scott!"

* * *

Women's Building

Mrs. Edward Dexter Knight is president of the San Francisco Women's Building. Dr. Mariana Bertola, Mrs. Charles Hawkins, Mrs. Minna McGauley are vice-presidents. Popular Mrs. D. E. F. Easton is treasurer; Mrs. Gaillard Stoney, auditor; Mrs. Katharine Smith, executive secretary. To these women and their constituents, monuments for vision and courage belong!

* * *

Mrs. J. E. Butterfield, "the little president of the big federation" has more than 12,000 club women under her jurisdiction. She presides with commendable poise, considering the responsibility resting upon her young shoulders.

Like a big clearing-house, the City Federation receives reports of individual clubs and co-operates with each prescribed plan, presented by able executives.

They shall prove their mastery when they shall possess: "Seraphic intellect and potent force."

Insurance Against Crime

(Continued from Page 93)

The automobile, according to police authorities, plays some part or other in the commission of or escape from 90 per cent of all crimes of violence. In addition to what life and accident companies pay for loss of life and limb caused by the hit-and-run driver and what the casualty companies pay for the burglaries, robberies and other crimes made possible because of the easy means of approach and escape offered by the automobile, our modern favorite vehicle of transportation lays up a few more cool millions paid under automobile liability policies by the casualty companies, where law-breaking is involved. It is estimated that the casualty companies will pay out this year under automobile liability policies not less than $100,000,000 in settlement of claims for damages. How much of the aggregate loss is chargeable to violation of traffic laws and the prohibition statutes is impossible to determine. It is the experience of claim departments, however, that violation of one or both of these types of laws, in a minor or flagrant degree, is alleged in 9 out of 10 automobile liability claims presented. It is doubtful if anyone familiar with the subject would estimate lower than half of the $100,000,000 aggregate insured liability loss arising out of personal injuries as chargeable to ordinary every day violation of traffic and prohibition laws.

On the whole, insurance suffers less for its own "crimes" than it does for crimes against and crimes of its policy-holders.

Sail to Hawaii . . .
on the new MALOLO

Sailing from San Francisco every second Saturday, the new Malolo brings a completely new conception of speed, luxury and safety to the Pacific. The most luxurious American-built passenger ship, she makes the voyage to Honolulu in the astonishing time of *four days* — thirty-six hours saved! Seven decks are devoted to passengers' comfort. Two electric elevators serve all decks. The sun deck is devoted to promenade and deck sports. One entire deck—public rooms exclusively. The great dining saloon seats all of the passengers at once—a feature seldom found. Two motion picture theatres. Children's dining room and playroom. Gymnasium. The Roman plunge, with special dressing rooms, is a permanent feature of the ship. Photographic dark room. Beauty parlor. Turkish and electric baths. Original etchings of California or Hawaiian scenes in all staterooms. One hundred rooms with private tub bath, and fifty with private shower. Her extreme width makes for steadiness at sea. ¶ The Malolo provides a wide variety of accommodations. For $125 — a wide, long, comfortable bed, with reading lamp and telephone within easy reach, in a large, high-ceilinged stateroom, which has a spacious clothes closet and running hot and cold water.

Matson line
THE SHIPS THAT SERVE
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"Plant to a Plan"

PARKS, ESTATES *and* GARDENS

FORMERLY

West Coast Nursery Co.

Office
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Nurseries
PALO ALTO
and SAN MATEO

New "OWNERSHIP LEVELS" *at*
practically the same "Price Levels"

for a negligible increase over the usual
run of delivered prices, you can drive a

LOCOMOBILE

$2295 **8-70** Here

"One of the industry's most successful 8-in-line motor cars."

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"The finest automobile in the $3000 class."

See these masterly Locomobiles at

230 FULTON STREET

Salon of the LOCOMOBILE COMPANY OF CALIFORNIA—*Telephone Hemlock 3800*

The Stock Exchange and Industrial Development

(Continued from Page 56)

Second Only to New York

Our local security market, the San Francisco Stock and Bond Exchange, has taken its place among the leading security markets of the nation and now stands first among stock exchanges, outside of New York. The price of memberships on this Exchange has reached $100,000, which is second only to the price of seats on the New York Stock Exchange.

Future Outlook

The significance of the situation as outlined above, lies in the fact that the entire Pacific Coast, lead by California, is becoming more and more financially independent, and constitutes an industrial empire. The center of population is continuing its march westward with a degree of rapidity which is commanding national attention. Our natural resources, our advantageous outlook on the expansive and developing Pacific, our favorable climatic conditions, and the variety and beauty of our surroundings, are all potent factors which insure to California and the entire Western Coast a continuation of the rapid increase in its population and expanding industries. That city which, through energy, foresight and planning, is best equipped to serve the needs of this new order, will prosper most. We are challenged by the progress that stands at our door to continue energetically building, for the entire Pacific Coast area, a securities market that meets its every financial need and insures to industry and commerce the marketing service for their securities which is essential to development and expansion. In meeting this obligation to progress and development we must ever be mindful, too, of the moral and ethical requirements that are involved, and in so doing, insure permanent growth and prosperity.

Power Progress

(Continued from Page 105)

year in reinforcement of the company's electric distribution systems. New sub-stations, both high-tension and local, have been placed in operation, increased equipment installed and new transmission lines built.

The company suffered a severe loss in August last in the death of its president, Mr. Wigginton E. Creed. His passing was a severe blow not only to the Pacific Gas and Electric Company but to the cause of development and progress throughout the country. Mr. Creed has been succeeded by Mr. A. F. Hockenbeamer, formerly second vice-president and treasurer. Mr. Hockenbeamer is known to fame as the pioneer of customer ownership, a method of company financing now in almost universal practice among the public utilities of the country.

Pacific Gas and Electric Company is making an excellent showing financially. Its gross operating revenues for the nine months ending September 30th last amounted to $40,805,215, an increase of $2,999,765 over the corresponding period for the previous year. The large expenditures made during recent years in both gas and electric departments, in the installation of additional generating plants of large capacity and modern type and in the improvement of transmission and distribution facilities, coupled with a season of favorable water supply, enabled the company to transact the larger volume of business with a relatively small increase in operating expenses. As a result the company's net income increased during the first nine months of this year by $2,664,624.

The numbers of customers connected to the company's distribution systems at September 30th last was 955,498. This figure includes 75,750 consumers of the recently acquired Western States and Coast Valleys companies.

PIPE ORGAN STUDENTS

Can secure thorough training for theatrical or church positions.

Also instruction in sight singing, ear training, harmony and all courses in theoretical and applied music.

All Instruments Taught.

Write for Information

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2315 Jackson St. San Francisco

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In the Beautiful Santa Clara Valley
Surrounded by its own 12-acre Park

The famous

Hotel Vendome

SAN JOSE CALIFORNIA

JERRY HARRIS, MANAGER

Now offers new and more enticing attractions. A warmth of welcome awaits the transient as well as the permanent guest

LUSCIOUS FOOD
UNEXCELLED SERVICE
OUTDOOR SPORTS

Three large ballrooms for dancing parties. The center of social life in San Jose. Plenty of parking space for the motorist

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WILLARD POWER UNITS

Hear the Difference at YOUR RADIO DEALER'S

BAY SALES CO.
Distributors
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WADE AND RUEGG
Tailors
Fall Woolens
Now on Display

Special Line of
"SPORTEX"
Scotch Sport Material

Suite 201 — 12 Geary Street
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San Francisco

San Francisco Laundry
A Soft Water Laundry

Good Work, Courteous Routemen

Telephone connection in San Francisco, San Bruno and San Mateo

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Cleaning Service
New Persian
Steam or Dry Cleaning
Pressing—Repairing—Altering and Relining
Individual Attention Given to Each Order
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Work Called for and Delivered

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NOTARY PUBLIC—INSURANCE BROKER
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(Opposite Palace Hotel)
San Francisco Phone Kearny 391

EPICUREAN DELIGHTS

Marquard's

The Continenal Follies, a bevy of beautiful girls, clever dancers ,sweet singers, will fascinate you at the nightly revue at Marquard's, Geary and Mason streets, adjoining Lurie and Curran theaters.

Reminiscent of some of the best New York's roof gardens, trained by masters in the dance, exquisite of form, dressed in fanciful and costly apparel, the ballet performed every evening at this popular cafe, is a whole vaudeville show in itself.

We doubt if there exists a finer cabaret in any city in the United States than can be found nightly at Marquard's. The faces and figures change; the vocalists are migratory; but the standard of excellence is always kept up, and one marvels at the combination of theatrical show and splendid cuisine which Harry Marquard secures for the entertainment of his guests. The costumes are especially lovely and the ballet of pretty girls entrance the eye; dainty little figures, beaming faces, flitting around the dance arena and off again, like a flock of pastel-colored butterflies.

And then the Neopolitan Singers come on, and delight the ear with classic numbers from Verdi's operas, or indulge in some comical Italian folk song.

Lee Carroll's dance orchestra weaves a spell for those who like to dance in between courses, and even the middle-aged and corpulent respond to his strains, with light and youthful steps.

An evening of gastronomical as well as artistic pleasure,—this defines Marquard's.

* * *

The Bib and Tucker

Not often does one lunch away from home, with the "at home" feeling. The quiet, refined surroundings, genial hostess, pleasant service, and airy, sunny, daintily-furnished room, engenders a home-like atmosphere in the Bib and Tucker, at 334 Sutter street. Mrs. Caroline Jones, owner and manager of this lunch-room, personally supervises the cuisine, and the Bib and Tucker apple pies, in particular, are fit food for the gods. The Bib and Tucker caters especially to club luncheons, and also to dinner parties in the evening. When giving the latter, telephone Douglas 7118, and make reservations beforehand, as only lunch and tea are served daily.

(Continued on Page 122)

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NEW LUXURIOUS STEAMER

Discriminating travelers will not find their wishes unfulfilled when the new liner California, of the Panama Pacific Line, begins operation between San Francisco, Los Angeles and New York, via the Panama Canal and Havana, in February. For this new steamer is one of the most modern and luxurious ever constructed.

As the largest commercial vessel ever built under the American flag, and the world's largest with electric drive, the California will challenge the attention of travelers the world over. As an American product, created to ply in the strictly American and relatively modern intercoastal trade, she should prove gratifying evidence to patriotic citizens that progress is being made toward bringing into being a privately owned and privately operated business fleet under the American flag that can show the way in modern ideas to the merchant services of other countries.

The California is the first vessel of transatlantic proportions to be built for the intercoastal trade. Some of the best features of leading modern liners plying the Atlantic are embodied in her plans, combined with special features in construction and equipment, adapting the ship to voyages that are largely through sub-tropical seas.

She is 601 feet long, 80 feet wide, has 52 feet depth of hull, and has a displacement of 30,230 tons. The ship has eight decks that, with the floor of the lower hold, have a superficial area of 7.2 acres.

The outstanding novelty in the California is her driving machinery, which is unlike that in any other liner. She has no engines such as are found in other liners, but derives her power from high-speed turbo-generators, that transmit their electric energy by cables to two giant motors, attached directly to the shafts which drive the vessel's twin propellers.

The new liner will make a speed of 18 knots, equal to 20.75 land miles an hour, though on her intercoastal voyages she will be driven at a regulated pace, to insure convenient arrival at Havana and the Panama Canal.

Another original feature in the California is her capacity for carrying perishable cargo in refrigerators and cooled air space, which exceeds that in any other liner. A garage with a capacity of 100 cars is among the conveniences aboard the vessel. Large side ports will permit automobiles to be driven aboard.

In her passenger-carrying arrangements, the California will represent a development typically American. All the public rooms aboard the vessel will be of colonial style taken from models at the Metropolitan Museum of Art at New York. These rooms will be decorated with murals representing romantic historical scenes connected with the early Spanish discoveries in California, the voyages of the famous clipper ships to this State during the gold rush, and the transit across Panama before the Canal was constructed.

Every stateroom aboard the steamer is outside, many have private baths and showers, and all are luxuriously furnished.

There are playrooms for children, gymnasiums both indoors and outdoors, and two outdoor swimming pools.

THE PANAMA PACIFIC LINE INTRODUCES
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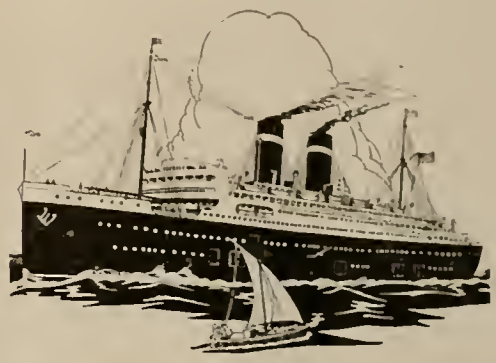

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EPICUREAN DELIGHTS

(Continued from Page 120

Camille's

Of the old-time cafes which survived the fire, and retained their patronage all through the rebuilding period of San Francisco, Camille's, on Pine street, between Montgomery and Kearny, might head the list as having kept up the original high standard of its inception, never deviating from the excellence for which it has been known during two generations of epicures. Aside from the regular dinner at Camille's, a "mixed grill" is served, and also Camille's "Rex sole", two dishes which are adding fame to the popular Pine street cafe.

* * *

Casa Bigin

When Bigin moved from Columbus avenue to Stockton street, near the tunnel, he brought with him that indefinable atmosphere of Bohemia which must be instinctive, rather than affected, and which, during the past two decades, seems to have lost something of its flavor and strength among the bran-new skyscrapers of the "good gray city".

It is left to personages like Bigin to revive and rejuvenate the Bohemian spirit, so often falsified and misunderstood among those not conversant with its intrinsic value. Here is a definition of the word "Bohemian" which Webster gives:

"In highly-civilized communities, one who makes a livelihood by, or is much interested in, art, literature or other intellectual pursuits and takes an attitude of protest against, or indifference to, the common conventions of society, in favor of freedom from care, naturalness and originality, especially renouncing the conventions and formalities in social relations."

But aside from the spirit of Bohemianism, haven't you a liking for Bohemian dinners? Or Bohemian lunches? Go up to Casa Begin, at 441 Stockton street, some day and find out.

Appropriate — Customer: I hear Jones has selected six bankers to act as pallbearers.

Richards: Well, they've carried him for years; they might just as well finish the job.

* * *

On Duty—A Jewish soldier was doing guard duty.

"Halt?" he challenged. "Who goes there?"

"A friend," came the answer.

"Advance," said the soldier, "And give the discount."

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(The Olympic)

Beating swords into plowshares won't help if they keep on beating twisted versions of history into the heads of children.—Beaumont Enterprise-Journal.

THAT FEELING OF SECURITY

Have you ever stopped to consider what a "feeling of security and safety" can mean to a motorist?

Have you ever paused to think what it would mean to a motorist to travel the roads of the state free from worry and care?

And yet no motorist who is a member of the National Automobile Club need heed either of these questions for a single moment.

WHY?

Because he has at his command a state-wide, 650 or more garage unit system of roadside emergency service which at all times stands ready to take care of him NO MATTER IN WHAT SECTION OF THE STATE HE MAY BE TRAVELING.

These 650 or more garages have but one thought and that is to serve the members of the National Automobile Club, day or night, to the very best of their abilities.

And behind them constantly encouraging them to better service and more courteous treatment of its members, who may be in trouble, stands the Service Department of the National Automobile Club.

Here are some of the things this most comprehensive of services is prepared to do for the 50,000 members of the National Automobile Club:

EMERGENCY ROADSIDE SERVICE

1. **Mechanical First Aid (30 minutes labor on your car).**
2. **Towing, if car cannot be started on the road, to nearest N.A.C. service unit.**
3. **Delivery of gasoline and- or oil.**
4. **Tire changes NOT restricted to women drivers.**

ARE YOU A MEMBER?

If you aren't then you are not enjoying the advantages of this great service organization. Remember that it is state-wide and that wherever you may be within the boundaries of California there you will encounter the red, white and blue National Automobile Club Service Emblem high over the door of the leading garage of the city or town.

And don't forget that by being a member you will always, wherever you may be, have

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Every cabin on a Panama Mail Liner is an outside one; each has an electric fan, and there ia a comfortahle lower bed for every pasaenger. There is music for dancing; deck gamea and aports and aalt water awimming tank.

Costs Less Than $9 a Day

The cost is leas than $9 a day for minimum first-clasa passage, including bed and meals on ateamer. Go East hy Panama Mail and return by rail (or vice veraa) for aa little aa $350. (This price does not include berth and meals on traina.) Panama Mail Liners leave San Francisco and New York approximately every 21 days. Next sailings from San Franciaco: SS VENEZUELA, December 17th; SS ECUADOR, January 7th. From New York: SS COLUMBIA, December 31st; SS VENEZUELA, January 21st, 1928.

For illustrated booklets and further details ask any ateamahip or ticket agent, or write to

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Sports

(Continued from Page 76)

The football fan is a queer type of homo sapiens. He picks his team and he wants them to win. Witness the excursions of 20,000 University of California supporters to Los Angeles, over 500 miles away, to cheer for a team.

We of the Bay Cities are often accused of a geographical and civic ego. We accept the accusation and are proud of it. San Francisco is a sport-loving town. We have the best baseball attendance on the Pacific Coast. We support not one but two teams. Oakland, right across the bay, supports a third.

We attend poor (sometimes) boxing matches and continue to attend them after we have been hoodwinked. Every line of sporting activity has its followers in this little old town.

What other locality has sent 20,000 people 500 miles to support a football team? Spending money for fare, tickets of admission to the game, hotels, meals, peanuts and er—gingerale. The bank clearings in the southern metropolis took a decided jump the Monday after the Trojan-California game.

We have in San Francisco the Olympic Club. This is an organization that is a tribute to San Francisco's sporting ideals. It enters into, and participates in, nearly every category of sporting activities, turning out teams that are comparable to the best in the country. The Olympic Club was the pioneer of club activities on a large scale in the United States. Now there is another club in the process of formation in San Francisco along the same lines.

It is of interest to note that the members of the Olympic Club play for the love of the game. There is no financial reward for the love of the game. There is no their auspices. * * *

There have appeared articles in recent publications that opine we Americans play to win, no matter how we win, but "to win". It is stated that we call in sharp practices, by infringing upon the rules and the courtesies of the game. It is said that we term ourselves justified in doing so if we can get away with it. Whether we win honorably, or dishonorably, it is said that we must win.

We do play to win. We give all that we have to win and why not? If we lose we are not delighted about it and do not pretend to be. Maybe that is why we are called poor losers. We may be beaten, yet we are never subdued. In many places, particularly on continental Europe, it is considered good management to default or give up if one of the contestants falls very far behind in any contest. We do not give up. We fight to the bitter end. If we lose we are "sore" about it. In the final analysis it is a whole lot more satisfactory for the victor to beat a sorehead than a jellyfish.

Costa Rica

(Continued from Page 20)

2. The agricultural development of the Pacific region of Costa Rica, especially the large banana plantations recently planted, which are already producing, and those which are at present reaching a state of completion, will evidently look forward to the Western markets for a vaster outlet for their products.

3. The very favorable acceptance that the Costa Rican coffee, considered as the best in the world, has had in California.

It is also proper to consider as important factors in the intensification of the mutual commercial relations of both countries, the remarkable interest that Western business men are placing in Latin America. Also, the very effective activities of such institutions as the Chamber of Commerce of San Francisco and the Foreign Trade Club of California, which have made arrangements to the effect that an Exposition of Foreign Commerce and Travel be held yearly.

Theatrically, Where Do We Stand?

(Continued from Page 65)

bought for 65 cents! A vast difference when you consider the programs and what is reported to be the "overhead" of the movie theaters. A feature film, plus a news weekly, a comedy and a presentation; this latter, by the way, a California innovation that has caught on, nation-wide. Presentation, as we see the word, means a glorified vaudeville show with the conductor of the theater orchestra acting as master of ceremonies.

No star of the legitimate or the vaudeville field, has been too big, or temperamental for the movie folk to go after, and with contracts that spelt enormous sums of money, many of the big ones of the stage have fallen for the call of cash.

A few months ago Al Jolson signed a contract with West Coast Theaters—the giant of the present-day theater circuit—that called for $17,500.00 for a seven days' engagement at the Metropolitan Theater in Los Angeles. The Duncan Sisters played their first picture engagement in San Francisco and profited $9,000.00 thereby. Mae Murray, after leaving the films, took a personal sally into the picture theaters for $8,000.00. Now Nora Bayes is doing the "five a day" that the movie schedule calls for and it is said her salary is $5,000.00 per week. Will King and Kolb and Dill are also touring the West Coast Theaters circuit with the Victor Record artists to follow.

The legitimate theater may talk of a "Pacific Coast producing center," but the movies establish one. West Coast Theaters, with Fanchon and Marco in charge of their production activities, have a scenic and costume studio in Los Angeles and San Francisco; and they offer an artist a season of 40 weeks on the Pacific coast, have more than 1,500 performers and out of this number are 800 girl dancers, engaged at all times in addition to a working crew of carpenters, painters, electricians, scenic artists, designers and seamstresses, numbering another 300.

Another institution of the movie theater with which the legitimate brother has not kept up, is the orchestra leader. Paul Whiteman, Paul Ash, both nationally known, came from San Francisco, the latter originally leading the band at the Granada. Ash is now the biggest sensation in the East and earning close to $5,000.00 a week. Others approaching the thousand dollar a week mark are Rube Wolf, Abe Lyman, and Walt Roesner. Al Lyons, Gino Severi, Owen Sweeten, Max Bradfield, Frank Jenks, Georgie Stoll, Jay Brower, all young men and excellent musicians, are orchestra leaders who are earning more money than any member of the President's cabinet.

All in all, the motion picture houses are filling that need in California for all that is finest in the way of varied amusement, staged superlatively, in palatial surroundings; the need which everyone feels at times, from the highest to the lowest.

New Liners for Panama Canal

(Continued from Page 99)

Daulton Mann, general manager of the Panama Mail Line, said:

"Decision to augment our service with the liners Santa Ana and Santa Teresa is the result of the increased travel from the East and the West to the Spanish-Americas as well as the demand for travel accommodations from the people of Latin-America.

"Desirous of affording the best possible service which the increased trade demands, and confident of the growing future of the passenger and freight business between the United States and the Spanish-Americas, the Panama Mail Line will increase its service to these countries and between California and New York next March with the liners Santa Teresa and Santa Ana."

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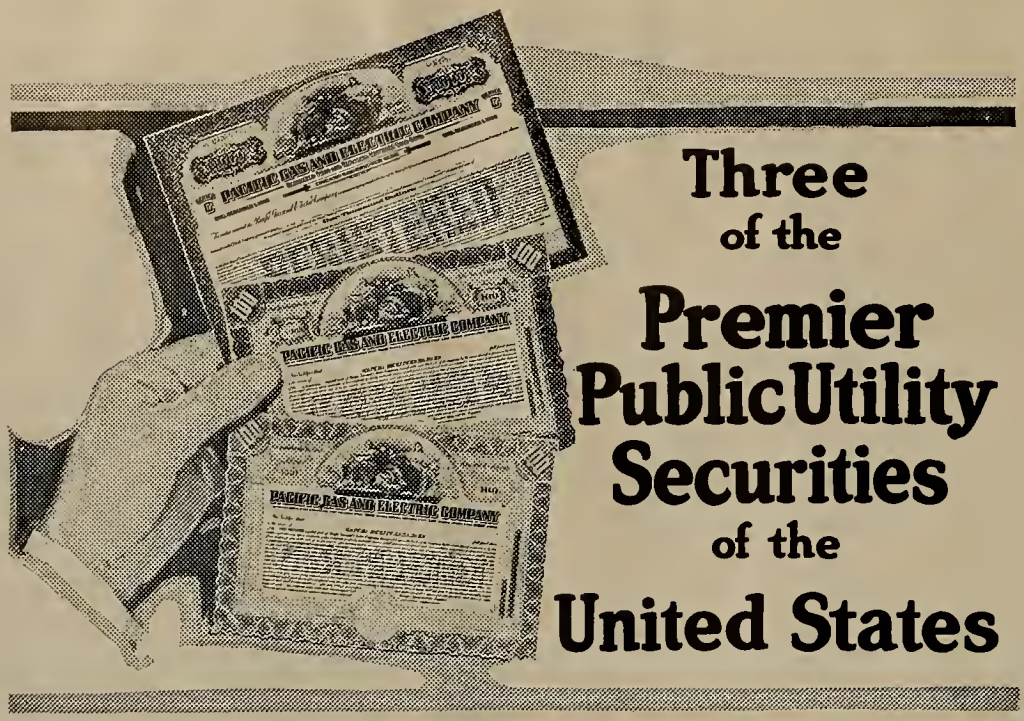

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1921	36,939,474	1,021,821,000	11,483,551,000	599,113	18,204
1922	38,593,562	1,098,123,000	12,353,849,000	645,410	25,265
1923	39,321,535	1,199,063,000	13,674,794,000	710,034	26,294
1924	44,451,586	1,334,035,000	15,277,478,000	763,617	31,859
1925	47,729,079	1,351,798,000	16,200,951,000	813,698	34,863
1926	50,960,571	1,514,981,000	17,482,206,000	874,724	39,149
Gain in Ten Years	$32,345,073	993,428,000	9,307,981,000	452,930	31,269
Increase, %.....	173.8%	190.5%	113.9%	107.3%	396.8%

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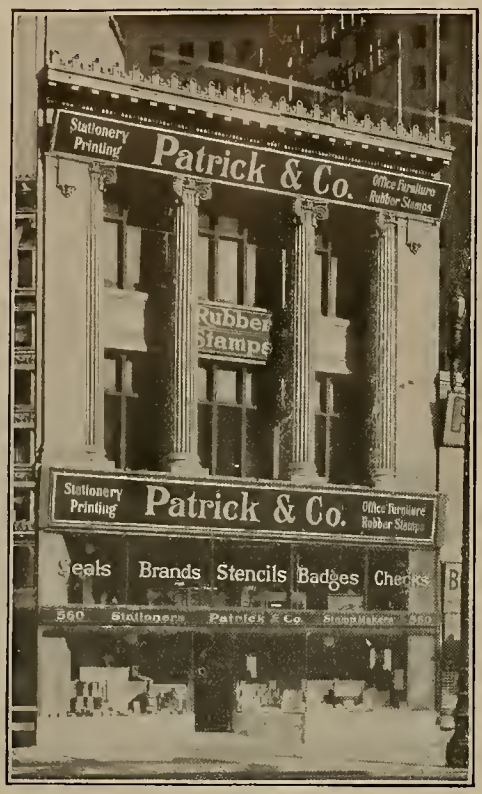

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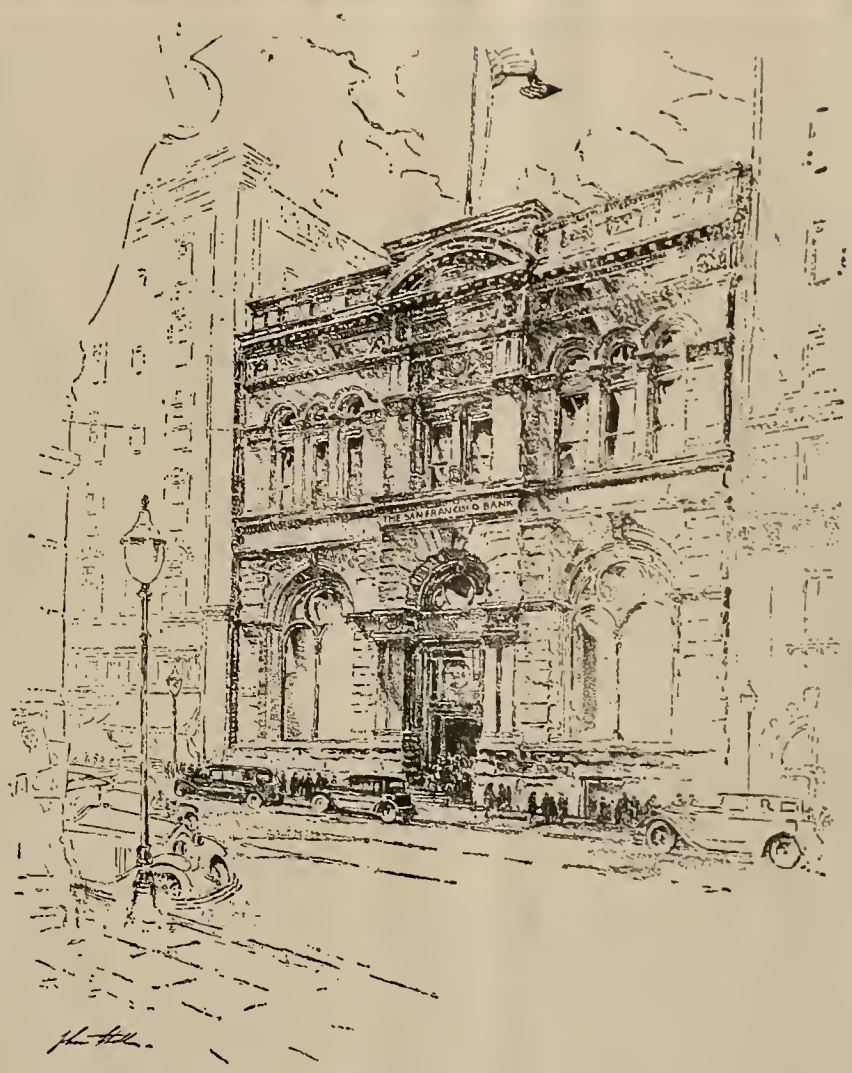

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The speed... the nimbleness of the Flyer will shorten the time per trip. Flyer owners have found they can haul more loads per day—extra loads that mean extra income with no increase in overhead costs.

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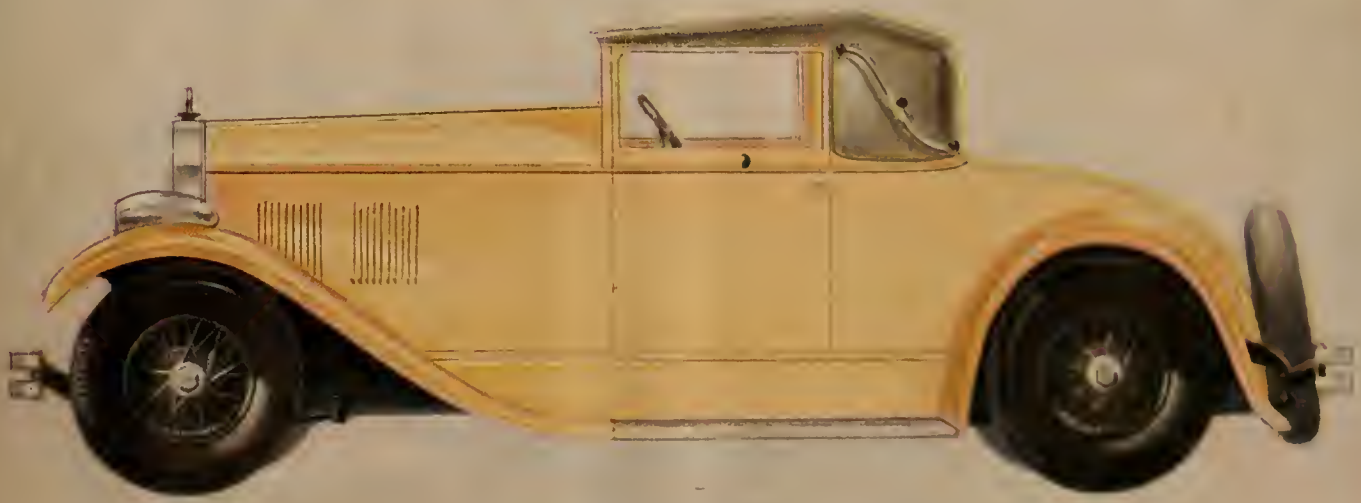

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